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ABSTRACT

This journal provides a medium for sharing concepts, methods, and findings relevant to the classroom, and an open forum for the discussion and review of problems. This volume consists of the fall 1994 and spring 1995 issues and provides the following articles: (1) "FOCUS: Ohio University-Lancaster, the Center of a Vital and Growing Community," by Jennifer D. LaRue; (2) "Strengthening Our Community Ties: Corporate Training Programs," by Thomas Preisser; (3) "Can Critical Thinking Survive in a Climate of Political Correctness?" by Donald S. Langford; (4) "Transfer and Articulation within Colleges and Universities," by Carolyn Prager; (5) "Implementing TQM in Two-Year Colleges," by Ralph W. Lindeman; (6) "FOCUS: The Ohio University Eastern Campus: Meeting the Needs of the Citizens of Southwestern Ohio," by Michael Kaiser; (7) "Alice, Where Were You? or Windows Is Wonderland," by Martin Siegel; (8) "Tech Prep: An Educational Option for Success," by Valerie Frear; (9) "CQI: Continuous Quality Improvement/Customer Quality Improvement," by Bernard C. Nye; (10) "Dubious and Wasteful Academic Habits," by Gerald Graff and Michael Berube; and (11) "Diversity in Engineering Technology Curriculum: Networking and Computer Repair," by Gene Craft. Each issue also contains articles by two educators representing conflicting positions on selected issues; this volume addresses the effectiveness of methods and rewards for scholarly activities in the two-year college and assuring the integrity of distance learning courses and degrees. (KP)

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OATYC Journal

Volume XIX, Numbers 1-2
Autumn 1994 - Spring 1995

Jim Fullen, Editor

Ohio Association of Two-Year Colleges
An Affiliate of the American Association of Community Colleges

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OATYC

OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community Colleges

JOURNAL

Vol. XIX No. 1 Autumn 1994

THIS ISSUE:

COMMENT

Facing Controversies in Our Classrooms

Case Study for Faculty Development

TEXT

FOCUS: *Ohio University Lancaster, the Center of a Vital and Growing Community*

Strengthening Our Community Ties: Corporate Training Programs

Can Critical Thinking Survive in a Climate of Political Correctness?

PLUS ONE

Transfer and Articulation within Colleges and Universities

PRACTICUM

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FORUM

ISSUE: *Scholarly Activities in the Two-Year Colleges: What Should Be the Roles, Goals, Methods and Rewards?*

Strengthening Expertise

Serious Constraints–But

REACTION

Reaction to Julius Greenstein's "Focus: The Ohio State University at Newark – Pride in Quality Instruction"

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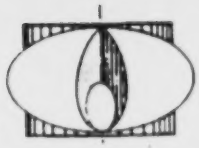

OATYC

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- Collective influence on the future direction of Ohio's two-year campus system;
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- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state assisted two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
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- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community Colleges and its activities throughout the nation.

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- To provide a forum in which all state-assisted two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted two-year campuses in Ohio;
- To cooperate with other Ohio agencies, colleges, and universities in research and activities that promote the effectiveness of higher education in Ohio;
- To increase the contribution of the state-assisted two-year colleges to the total educational process in the state of Ohio.

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JOURNAL

OF THE

Ohio Association of Two-Year Colleges

(Affiliate of the American Association of Community Colleges)

VOL. XIX NO. 1 **Autumn 1994**

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

Subscription is part of the OATYC active, associate, or institutional membership. However, single copies of the *Journal* are available at $3 each. A yearly subscription is available for $6 to persons or organizations who do not want membership in the OATYC. Postage is prepaid on all orders within the U.S.; $.50 per year is added for Canada, $1 per year for all other foreign countries. Communications regarding orders, special subscriptions, single copies, advertising, and permission to reprint are to be addressed to:

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COMMENT

Facing Controversies in Our Classrooms

Marilyn J. Valentino

At this year's fall conference, our guest speakers, Rita Silverman and Bill Welty, will introduce us to Professor Leigh Scott, an American Government professor, who faces pedagogical, ethical, and potentially legal issues at an urban college—issues that may challenge many of us as we approach the twentieth century. Professor Scott is confronted by an angry student, Aaron Washington, about the fairness of a grade. (See case study inside, p. 4.) In a time when more and more students are entering college academically underprepared, deficient, learning disabled, and emotionally distressed, this case presents conflicts we as teachers face each time we make assignments or assign grades. The case makes us ask ourselves some serious questions. How much does effort and improvement count in assigning final grades? How little or how much accommodation should be made for learning disabled students in fairness to others? Does diversity play a factor? How much of our role is counselling?

Marilyn J. Valantino

Rita Silverman and Bill Welty, Co-Directors of the Center for Case Studies in Education at Pace University in New York, will lead small groups of faculty and administrators in examining Leigh Scott's situation "to recognize more than one perspective on the problems." According to the Directors, the case study approach "raises questions and provokes action on the part of participants to begin to find answers to the questions themselves." Additionally, in the process of discussion, solutions can be proposed by various faculty to resolve present problems or guard against potential disasters. Our speakers have developed over sixty cases covering a wide range of issues, which may stimulate further inquiry.

I urge you to join your colleagues from across the state who will be looking at potential resolutions for issues in the practice of teaching and invite you to write a response to Scott's dilemma in the next OATYC *Journal* issue.

Marilyn J. Valentino
President-Elect OATYC
Associate Professor of English
Lorain County Community College
Elyria, OH 44035

Case Study for Faculty Development

Rita Silverman and William Welty

Leigh Scott felt the flush slowly leave her face as she watched Aaron Washington storm out of her office, slamming the door behind him. It was the end of the spring semester - grades had just been posted - and Leigh had come into her office to begin to sort through the material that had been gathering on her desk since January. Each semester she vowed this would not happen, but each semester the demands of her courses and her university commitments were such that anything that did not require her immediate attention was put aside for "later." This morning, she thought, "later" has arrived.

Leigh had just taken off her coat and was on her way to the faculty dining room for a cup of coffee when Aaron came into her office.

He began, "We've got to talk about my American Government grade." It was clear that he was angry.

Leigh moved to her desk and responded, "Hi, Aaron. What's up? You're upset about your grade?"

"You gave me a 'D'."

"You did 'D' work."

"So did Dale Washburn and he got a 'C'." Aaron was leaning over the desk toward Leigh.

"Aaron, this is not a good time to talk about this. I have an appointment with the dean in a few minutes. Why don't you see me this afternoon." Leigh hoped her lie was not too obvious, but she needed some time to think about Aaron's complaint.

Aaron shook his head at her suggestion. "I have to go to work and I'm not free 'til late. We have to talk now."

Now it was Leigh's turn to shake her head. "This is not a good time—I have to get ready for my meeting. Besides, there's not really anything to talk about."

Aaron straightened up, took a couple of steps back from the desk and said, "You gave a white boy who got the same grades I did a 'C,' and you gave me a 'D.' I say we do have something to talk about."

Leigh capitulated. "Come in tomorrow morning at 8:30 and we'll talk before you go to work."

Aaron nodded, strode out of the office without another word and let the door slam as he left.

Leigh had been teaching history at Metropolitan University for 11 years, and this was the first time a student had accused her of racial bias. Students had complained about grades before, and Leigh had always been willing to reconsider a grade. But, she had never had a student suggest that skin color was the reason for his or her grade. Leigh had spent her entire teaching career at Metropolitan, a city university with an ethnically and racially mixed student body. Her classes had always had a diverse group of students. She considered herself color blind when it came to assigning grades.

Students at Metropolitan were diverse in ability as well as race and ethnicity. Over the years, Leigh had seen the population change as the pool of college-age students declined and tuition increased. As a result of declining applications, the selectivity factor at Metropolitan, a private college whose business school had a very good reputation in the tri-state area, changed from "very selective" to "selective," to "not selective." Admissions counselors found

themselves saying "yes" to candidates who even five years ago would not have considered applying to Metropolitan. Two types of students were entering the college in greater numbers - those who were academically deficient and were placed in one or more remedial courses (offered in reading, writing and mathematics by the university) and those who had been identified as learning disabled—students capable of doing college work but with unique learning problems who received special academic support.

Faculty were not always clear about the differences between the two groups. Leigh had attended a meeting the year before where counselors from the Academic Skills Center and from the Learning Disabilities Support Center explained their different roles. As she understood it, the Skills Center worked with students to remediate deficits in basic skills so that students would be more efficient in reading, writing and math. Often, these counselors acted as tutors to the students.

The L.D. Support Center served a different purpose. There, the counselors helped students adjust to the demands of college by working on study skills and helping students organize their time and materials. They spoke about teaching students how to take advantage of their best learning modality. They also counseled students to be their own advocates with faculty. The counselors explained to the faculty who attended the meeting that L.D. students often needed some adaptation in order to be successful—perhaps more time to take a test or complete an assignment, or the opportunity to demonstrate their knowledge in different ways. The L.D. support people asked the faculty to give the L.D. students who approached them for extra help or adjusted requirements as much consideration as they could. Leigh was not sure how she felt about all this, but she understood the need to maintain enrollments so that the institution could continue to exist. Other faculty weren't so sure and quite a debate had raged following the L.D. presentation. Leigh sat in the meeting feeling annoyed at her colleagues for what seemed to be petty responses to the presentation. Now, months later, Leigh suddenly understood the implications of accommodating to the needs of L.D. students.

Leigh knew from her conversations with colleagues that many were requiring less from their classes as a response to the changing Metropolitan population. Leigh acknowledged to herself that she may have been lowering her standards somewhat (it took less thoughtful work to get an 'A' in her courses than it had previously), but she continued to grade her American Government on the same requirements. Her syllabus reflected the following:

- Tests (a mid-term and a final exam, each consisting of multiple choice and essay items) worth 50% of the total course grade
- Quizzes, usually one every two weeks, worth 25% of the course grade
- A research project, collected three weeks before the end of the semester, worth 20% of the grade
- Class participation, worth 5% of the grade.

After Aaron left her office, Leigh consulted her grade book for his section of her American Government course and confirmed that Aaron's information was accurate. Neither he nor Dale had done particularly well in the course. Both had received mostly 'Ds' on the quizzes, with an occasional 'C.' Each had also gotten a "D" for the mid-term and final exam. Aaron had gotten a "D" on his project and Dale a "C-." Neither participated in class discussions unless called upon. However, she knew that she had given Dale the higher grade because of his

effort, not because of his color. Nor had she given Aaron a "D" because he was African American.

Dale was a learning disabled student and one of the counselors from the L.D. Support Center, Meg Damment, had placed Dale in Leigh's section of the course. Meg and Leigh had known each other since Leigh came to Metropolitan, when they had both served on a new committee on academic policies. Leigh admired Meg's dedication and her tenacity on behalf of students with special needs. It was clear that she cared deeply about the students she served and wanted to make sure the university did not just take their money and ignore them. She wanted them to have the best educational experiences she could engineer for them. It was not easy to convince college faculty to make exceptions for students with learning disabilities, but if anyone could do it, it would be Meg.

Meg had explained to Leigh that Dale would take extra time to complete work and that he would not volunteer in class. Leigh and Meg spoke regularly about Dale's progress, as well as the course requirements. Leigh knew that Meg helped Dale study for Leigh's tests, and he had shown real improvement since the mid- term, which he had passed with a low 'D.'

Additionally, Dale's attitude in class was positive. He looked attentive, he took notes, he came into class with his textbook, and he seemed interested in the topic. Aaron had a different style. He would put his head on his desk during class discussions, he seldom brought materials to class, and he often talked to friends while Leigh was lecturing.

Nevertheless, their grades during the semester were nearly identical and Aaron was demanding an answer. Leigh spent that evening wondering what she would say to Aaron the following morning. Aaron's anger, coupled with his charge of racism, exacerbated her anxiety about their meeting. She also knew that she would have to figure out what to do to prevent future confrontations, since she anticipated that she would continue to have students with learning problems in her classes, and she believed they should be rewarded for effort and improvement.

Rita Silverman
Professor of Teacher Education
and
William M. Welty
Professor of Management
Pace University
New York, NY 10038

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-seven solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 ½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

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The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is March 15, 1995.

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TEXT

FOCUS: Ohio University—Lancaster, the Center of a Vital and Growing Community

Linda D. LaRue

The strains of Melissa Manchester's "Don't Cry Out Loud" drifted across the hillside. A curtain of fireworks rained from the night sky, closing another spectacular event at Ohio University – Lancaster.

The Lancaster Festival is but one of scores of events that bring nearly 37,000 people to Ohio University - Lancaster each year.

As a "university center' (an apt renaming of all regional campuses by O.U.'s Board of Trustees), the Lancaster Campus is the center of a vital and growing community. In addition to serving a student population of over 2,000 undergraduates and graduates, O.U.-L.'s Office of Continuing Education documents 473 meetings and special events scheduled by community and other organizations in addition to 200 events planned by campus faculty and staff.

Ohio University - Lancaster evolved as a significant force in Fairfield Couny because the community recognized the long-term benefits of locating a university campus in Lancaster and were willing to support it.

Because the good people of Lancaster and Fairfield County wanted higher education in their midst, O.U.'s Board of Trustees authorized that a branch be established in Lancaster in 1956. Dr. John Baker, O.U.'s president, heartily supported the branch campus concept as a means of educating the vast numbers of post-WWII servicemen and women eager to use their G.I. benefits. With campuses already in Zanesville and Chillicothe, O.U. was not unlike Ebenezer Zane in blazing a trail through central Ohio.

With enrollment at 700 students and 56 part-time faculty scattered in rented facilities around town, O.U.'s dean of Off-Campus Programs, Edward Penson,

Ohio University – Lancaster's Brasee Hall, the first building on the campus, opened in 1968.

declared that it was time for a permanent facility in Lancaster. O.U.-L.'S Brasee Hall opened in 1968 to house classrooms, laboratories, administrative offices, a food service area, childcare, bookstore and library. A gymnasium, exercise room and dance studio were added in 1977. Herrold Hall, built in 1976, is home to art facilities, production labs for manufacturing technology, an electronics lab, simulated office environments for office management technology and the offices for correctional programs.

Honors Convocation special music

Space again became an issue. Last year, the roof was raised over part of Brasee Hall. The fifth level was expanded to provide more storage space. Before spending funds to complete this area, the campus enlisted the services of a space consultant to conduct a space needs and utilization review — indeed, a daunting task. As at many other regional and community campuses, an available classroom is a rare find after 5:00 p.m.

While the Lancaster Campus continued to adhere to its mission of providing post-secondary education in the form of two-year transfer programs, the community was clearly willing to support more programs and more options. O.U.-L. currently offers lower division courses of most O.U. programs to enable students to complete two years towards a baccalaureate degree and upper level and graduate courses in selected areas where there is student demand and where faculty specialization and facilities permit. Career-oriented programs leading to associate degrees in applied science (computer science technology, electronics technology, and manufacturing and design technology), and applied business (accounting technology, business management technology, computer science technology and office management technology) continue to reflect the needs of the community.

All coursework required for the bachelor of science in elementary education, the bachelor of specialized studies and the bachelor of business administration may be completed at O.U.-L. Additional specialized baccalaureate programs include the bachelor of science in nursing and the bachelor of criminal justice. Both of these programs are available only to students with associate degrees in nursing or law enforcement.

Off-campus programming is offered at Pickerington High School (an area of dramatic growth in northern Fairfield County) as well as at Southeastern Correctional Institute, Orient Correctional Institute, Pickaway Correctional Institute, and the Corrections Reception Center. Courses for correctional staff and the adjacent community are offered at the Corrections Training Academy. Faculty from the Lancaster Campus, Athens and the central and southern Ohio area teach at these off-campus facilities.

O.U.-L.'s 36 full-time faculty (most of whom hold terminal degrees in their fields) and over 100 part-time faculty have earned a great deal of respect and trust from their students. Faculty members conduct research, publish texts, and present papers internationally. Graduates and students often share how much they appreciate the knowledge, availability and caring attitudes of their professors.

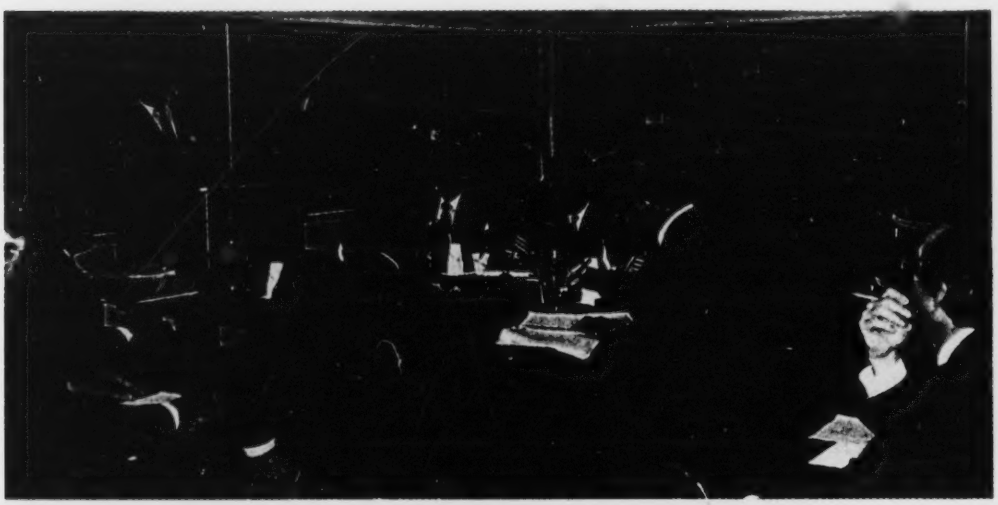
Because O.U.-L. responds to community needs with training programs, degree programs, and cultural opportunities, the campus attracts and retains a very diverse student population. Its services must address a broad range of concerns. In 1986, Student Services opened its Tutoring and Learning Center, with one-to-one tutoring provided as-needed, software for those students more comfortable with PCs, the Discovery career exploration program, and assistance with resume preparation. Other services available to students include developmental courses, career planning and job placement, childcare for preschoolers, food service, a bookstore, financial aid counseling, and assistance with veteran's benefits. The "typical" O.U.-L. student is a single female, 27 1/2 years old. She may be majoring in business administration or elementary education, but most likely she has yet to declare a major. Non-credit courses, two dozen or more to choose from each quarter, and credit workshops and seminars scheduled by the Office of Continuing Education atttract another group of students to the campus. Customized training for business and industry, "your place or ours" broadens the options available through CE.

Dr. Ray Wilkes, who came to Lancaster in 1978 to serve as dean, took O.U.-L. beyond the traditional role of a regional campus. His involvement in service organizations, cultural groups and the Chamber of Commerce prompted the community to view O.U.-L. as more than "just another branch campus." The local Chamber of Commerce asked Dr. Wilkes to facilitate "Forward Lancaster" to examine needs and demographics and anticipate how the community could meet

Q.U.B.I.C. instructors explain quality concepts to Russian visitors.

the coming challenges. As a primary step in this process, O.U.-L., Forward Lancaster, and the Institute for Local Government Administration and Rural Development Data Center produced a Population and Employment Trends Analysis for Lancaster and Fairfield County.

Forward Lancaster also explored several programs for economic development and began looking closely at the quality methods being extolled by Myron Tribus, Carol Schwinn, and the Transformation of American Industry organization. Business, industrial and community leaders began to see the merit of adopting qualilty concepts.



Russian visitors share their thoughts on total quality concepts with O.U.-L.'s Q.U.B.I.C. instructors.

The Quality Union of Business, Industry and Community (QUBIC) emerged in 1989 and quickly gained national attention. This innovative program builds on the quality concepts developed by Dr. W. Edwards Deming. As the name implies, QUBIC teaches quality methods to all elements of the community to promote economic security. With their extensive backgrounds in manufacturing and business, O.U.-L.'s Zale Maxwell and Steve Stevning were recruited to teach in the QUBIC program. Mr. Maxwell, Associate Professor of Manufacturing Technology and Mr. Stevning, Assistant Professor of Business Management Technology, were soon joined by Mr. Tim Weidman, Instructor of Business Management Technology (who has since taken a position on the east coast) and Mr. William Bickham, Assistant General Manager of South Central Power Company. Nanciann Rosier, former health care education manager, was hired as liaison with business and industry. Since the first QUBIC class in 1990, 128 teams from 83 businesses and organizations (including schools and government) have participated. A total of 725 individuals have been trained in total quality improvement and productivity methods. The Quality Center opened at O.U.-L. to provide resources for any group or individual interested in total quality management concepts. As an ongoing process, total quality transformation benefits from Center resources such as computer software, library materials, video tapes, conference information, updates, awards and newsletters.

Ohio University - Lancaster also uses its vast resources in other outreach efforts targeting young people in central Ohio. Kids in College, a four-week summer

enrichment program for students entering the fourth through seventh grades, had a record enrollment last summer of 163 young people. Participants could choose from courses such as MacIntosh Magic, Japanese, Shakespearean Theatre, Junior Great Books and Golf. This was the fourteenth year for the program.

Three years ago O.U.-L.'s Human Resources Committee sponsored a Women in the Sciences career day for young women in grades seven and eight. Response was so positive to this day-long program that the college had to do it again in March.

Like the Women in the Sciences career day, many organizations hold large group activities at O.U.-L., especially during "break" weeks when the college can make many rooms available. The county- and city-wide young authors' conferences are held at the campus as well as county-wide career days. The county spelling bee was held last spring on the same day as a science fair, drawing young people and

The second Women in the Sciences Career Day for seventh and eighth grade females, sponsored by O.U.-L.

their parents from several counties. What a recruiting opportunity! Student Services took advantage of the somewhat captive audience by offering refreshments and information. O.U.-L. also hosted the T.E.A.M.S. (Tests of Engineering, Aptitude, and Mathematics) competition and the Science Olympiad, bringing hundreds of high school students to the campus.

Contributions to the community's cultural environment, another aspect of the campus' mission statement, are evident in the restored John Bright covered bridge, the Herb Turner Pioneer Collection (early Fairfield County artifacts), the Charles Goslin Research Library (an extensive personal collection of maps, newspaper columns, and journals on local flora and fauna), paintings, and sculpture.

O.U.-L.'s Theatre Department produces a play each quarter, with all aspects of theatre production open to majors, non-majors and the general public. Recent productions explored contemporary social issues such as AIDS. Community interest and the desire to involve more residents in local theatre blossomed into "Theatre

Area high school students competed in the Tests of Engineering Aptitude, Mathematics and Science (TEAMS) hosted by O.U.-L.

Lancaster" this summer and forged a tighter bond between the campus and those interested in the performing arts.

An art gallery, recently named the Raymond S. Wilkes Gallery for the Visual Arts, features four or five exhibits yearly, including a student art show and a student/faculty/staff photography contest.

As the late Dr. Wilkes overlooked the 113-acre campus from his office window, inspiration struck. "The hillside is a natural amphitheatre," he said, and the seeds of the Lancaster Festival were sown.

The ten-day Lancaster Festival draws thousands of people to Lancaster and to the campus each year. This year, the tenth anniversary of the Festival, the two major outdoor concerts and a world premiere children's concert were held at O.U.-L.

Philosopher and former O.U. president Dr. Charles Ping capsulized the university center/regional campus mission, as only he could, in 1988:

> On our regional campuses, the principal issue is our ability to serve well a different student population, one typically older and intermittent in attendance. For many of these students, convenient access is critical for their participation in university programs. They are often limited by family and work responsibilities. Many have highly focused needs for retraining and development in relation to employment opportunities. In addition to responding to the particular need of this distinct group of students, the regional campuses are intended to be an extension of Ohio University across southern Ohio, providing access for all the people of the region to the richness of university libraries and other resources, access to university intellectual and cultural life, assistance in regional and economic development, technology transfer, and a broad range of services.

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Strengthening Our Community Ties: Corporate Training Programs

Thomas Preisser

In twenty-three years of teaching full-time in the fields of history and political science at two community colleges, I don't think I've ever seen my students as concerned about the future as they are today. Their anxiety isn't focused on "the big picture"; rather, they wonder whether they'll have a job next year, who they'll be working for, what sort of wages they'll earn, and—perhaps most important—how secure their work will be.

Those doing the hiring feel equally concerned, if for different reasons. We are witnessing an unprecedented flow of jobs out of this country into regions where workers command salaries far lower than their American counterparts. Commenting on the wholesale transfer of labor-intensive positions to low wage countries in Latin America and Asia, a Harvard economist affirmed that "The United States is simply not the lowest-cost producer in the the world, and moving abroad to these countries in inevitable." Remarking on the early stages of his corporation's expansion into overseas markets, a Wal-Mart executive noted, "With trade barriers coming down, the world is going to be one great big marketplace, and he who gets there first does the best." (Both quotes are taken from *The New York Times*, July, 25, 1994.)

The alternative to diversifying abroad is making it at home. While many American suppliers of goods and services have no intention of relocating their operations overseas, they are being forced to devise ways to survive in an increasingly competitive world. Some will do so through a deliberate process of self-analysis followed by a plan of action; others may try to muddle through, hoping to remain visible somehow.

The survivors will probably capitalize on a valuable asset: their work forces. In addition to restructuring their operations, enlightened corporate leaders currently invest large amounts of time, thought, and resources in training programs designed to upgrade their employees' skills. The resources allocated to corporate training programs increase yearly and show no signs of levelling off.

Those of us involved in community college education are uniquely poised to take part in these business training programs. Our mission is to be responsive to community needs, and involvement in corporate training naturally flows from that goal. The question comes to mind: how do we become involved in training programs of this sort? This article seeks to answer that question and to outline the steps involved in college educators implementing an effective corporate training program. It stems from four years of work on my part in conceptualizing, designing, and teaching in two well-received training programs for the General Motors Corporation and the Irwin Company. Here, as I understand them, are six keys to setting up and running employee training programs in an industrial setting.

I. *Study the corporate training environment*

Try to identify and analyze some corporate training programs that involve contractors. What are they designed to accomplish? How are they structured? Who is getting trained, what is the training environment, and how long do the training classes run? A survey of the literature (which is evolving rapidly) will also help in analyzing the training cycle.

II. *Contact your campus Director of Continuing Education*

This point is critical to getting underway. You almost certainly won't have the range of contacts, or the experience with, the corporate sector possessed by your Director of Continuing Education. After you've done your homework, have a talk with him or her. Express your interest, and then listen and take notes. You'll want to know whether your college is involved in any corporate training programs. It may be that none of the area corporations are using higher education personnel and facilities in their operations. That will make initiating corporate training programs more difficult but not impossible. Be sure to find out whether other area colleges or universities are running training programs. If they are, you'll want to get as much information as possible concerning their efforts. Sometimes, with a little tact and patience and a lot of investigating, you can uncover a good deal of helpful material.

III. *Assess your resources*

By now you should have a general idea of where you're headed. Begin a formal assessment of your resources. What skills can your college offer to a corporate training staff? What are your weaknesses? What is a corporation likely to want their workers to learn that you can't teach?

At this point, you should seriously consider combining your resources with an area college or university to present a joint proposal. The obvious point that two schools can present a much more powerful training proposal,doesn't need elaboration. Beyond that, it is my experience that corporations are more comfortable with joint proposals. I suspect that one of the reasons has to do with redundancy in case one or more of the faculty has to withdraw suddenly from the program. Preparing your proposal will answer many questions you have concerning the depth and breadth of your faculty and the adequacy of your facilities.

IV. *Preparing your proposal*

Before you start to write, reflect on where you're headed. Ask yourself two questions: What is management trying to accomplish? What do workers need? My experience indicates that management underwrites the cost of corporate training programs for three reasons: they feel the need to change the way the work is performed in the company, they want to prepare their workers for the new environment, and they feel compelled to create a climate in which change is welcomed, or at least not actively resisted.

The workers need to understand that adhering to the status quo leads to extinction, that change can be profoundly liberating, that management is deeply committed to their well-being, and that nothing lasts forever. The program you'll design has to be up-beat, positive, and suffused with optimism because you and your colleagues will become small but vital catalysts for self-examination and evolution within the corporation.

The substance of your prospectus to the corporation will be determined by the length of the training sessions. The corporation will probably release workers in groups of twenty-five to thirty-five for a three to five day training cycle. The training units will probably be divided into four-hour modules, starting at about 7:30 a.m., breaking for lunch from 11:30 a.m. to 12:30 p.m., and continuing until about 4:30 p.m. Here are the modules that can be included in a three-day cycle:

1. The history of manufacturing and work in the United States. (four hours)
2. The world of global competition. (four to eight hours)
3. Manufacturing and technology in the workplace: history and present state. (four hours).

4. Managing for excellence: the workplace of the future. (four hours)
5. Corporate vision: the strategic plan. (four hours).
6. Dialogue: top management and workers. (four hours)

If the cycle runs to four or five days, you can expand one or more of the existing modules or add new ones (one which you might consider would focus on corporate-government relations, especially at the state and federal level). When you make your proposal to the corporate leaders, listen carefully to their comments and prepare to modify your modules accordingly. You of course need to explain why you've shaped your proposal as you have, but remember, it isn't your company, and you're getting paid to work to management's specifications.

An added incentive to the workers comes in the form of college credit. We arrange to give .5 hours of college credit, at no cost, to any student who completes the program and fills out a one-page application form. We also give certificates of completion to all our attendees (bear in mind that few of the hourly workers you'll train have attended college, that most have not completed high school, and that the majority finished their formal education ten to thirty years ago).

V. *Insuring your program's success*

I have several points to emphasize: First, study your company and personalize your modules. This is perhaps the most critical element in making your sessions successful. Interview management at all levels; study the company's history; tour the company facilities, taking time to talk to the workers; get a feel for the elements that make the company unique; and weave all of this into *every* module you present. Both management and workers will continually return to the same question as the week progresses: where do we fit in? Because of my background as a historian, my module centers on the history of manufacturing and work in the U. S. My presentation is heavy with company-specific information: slides and transparencies showing the company, its people, its products, its markets, and its financial data over time; company lore; major turning points in the company's history, and so on. The extent to which you avoid this hard work and simply focus on the national or the global scene is the extent to which you will lose and alienate your audience.

Second, keep the presentations as lively as possible. Remember that most of the people you're training aren't used to sitting. And remember, too, that the last experience they had in school probably occurred a long time ago and probably wasn't very positive. You have to work very hard to get and hold their attention.

Third, involve your most experienced faculty. The reason for this is obvious; few teaching experiences equal corporate training sessions in intensity.

Fourth, ask a core group of management and workers to critique your first few training sessions. Their comments are invaluable and central to your success. Listen carefully; don't be thin-skinned. Take their remarks to heart. I find that I revise my material heavily following these early critiques, and I think that my subsequent presentations benefit greatly as a result.

VI. *Winding it up*

Arrange for a critical evaluation of the program following its conclusion. Meet for at least a half day, and try to have as many members of the training team present as possible. Go over every phase of the program, from inception to termination. What went well? What went badly? Keep the conversation flowing, tape-record the meeting, and have a transcript prepared. Make sure to disseminate the transcript to each of the participants for use in preparing for the next program.

The corporate training environment is undergoing a dramatic transformation with the introduction of increasingly sophisticated telecommunications equipment. With the advent of two-way audio and one-way television, it is possible for my college to train employees in Omaha, Nebraska (site of one of our client's production facilities). Two-way video isn't far off and who knows what lurks just over the horizon? The possibilities are limitless. Get started!

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Can Critical Thinking Survive in a Climate of Political Correctness?

Donald S. Langford

As educators, we have witnessed in recent years a general and widespread public perception of political correctness that should alert us to the importance of the transitional period we are entering—or have already entered—in which strong opposing ideologies are presently in conflict: one position is generally associated with introducing the issue of political correctness, and another promotes multiculturalism and diversity. What we are witnessing in the field of education may be the necessary turmoil that accompanies any great shift in the decentralization of power and authority. And yet, it remains to be seen whether the further emergence of multiculturalism in colleges and in the society, generally, does bring with it the promise of openness and acceptance and independent thinking.

As you know, in the last couple of years there has been a backlash against PC, the most publicized examples of which have involved law suits filed against colleges and universities by individual students and faculty members who have been dismissed because of statements they made primarily, but not always, within the context of college classroom discussions. In general, the discussion surrounding political correctness has centered on the use of language itself, often raising important and difficult questions about the relationship between freedom of expression on the one hand and "sensitivity," common courtesy, and a "tolerance" for difference on the other.

G. Calvin Mackenzie, a professor of government at Colby College, in an article published in the *Chronicle of Higher Education*, describes political correctness as "a pejorative term for a pattern of behavior in which discourse, argument, and good sense are stifled by an imposed conformity that places maximum value on giving no offense to such 'marginalized, groups as women, people of color, gays and lesbians, Jews, Muslims, and the poor." There is also another manifestation of the PC backlash quite different from the lawsuits that have been filed in the name of freedom of expression—one that has potentially disturbing consequences for us, as educators, because it may lead to the kind of conformity of expression in classrooms that is antithetical to liberal education and the free exchange of ideas.

What initially prompted my own thoughts on the particular concerns that I

want to outline here was a minor incident that occurred in a class I recently taught. The class was Business Communication, and we were discussing a chapter that addressed the use of unbiased language in modern business communication—in particular, we discussed what constitutes sexist and racist language as well as inappropriate references to age and disabilities in written and oral messages. At one point, a student who could no longer contain his anger, burst out that it really bothered him that we now have to use words like 'humanity" instead of' mankind," or invent words like "businessperson" and "salesperson" when— according to the student—for all previous history people got along fine without these new words. Soon, other students began voicing their feelings, agreeing with the irate student who then introduced the term "political correctness," suggesting that the gender-neutral terms that we were discussing were some kind of concession devised in order to appease those whose feelings had been hurt. The resulting clamor in the classroom surrounding this issue revealed a general feeling among the vocal students that such sensitivity to language is merely a byproduct of a recent and widespread turn toward "political correctness" in this country.

Whether or not these students' views represent the general college population today, they expressed the feeling the "things have gone too far," charging that ' political correctness' is fueling this sensitivity toward biased language and attitudes regarding gender, race, age and disability. In a course not known for its heated discussions, I found myself pointing out that it wasn't to avoid hurting anyone's feelings that we use a term such as businessperson, but because it more accurately represents the present reality of our world by no longer excluding an entire gender by the terminology we use. As I said, this was a minor incident. We continued our discussion for a time, and then moved on to other elements of the assigned chapter—but I think it points to something that, potentially, has more serious consequences.

It is worth noting that in this case the vocal students were in agreement with each other, and for whatever reason, others didn't speak out against or challenge the views that were being expressed. It is partly this dynamic that interests me here, because, in some sense, this, too, is a kind of backlash against PC, but in this case the loudest voices stifled any genuinely open discussion, and in some ways the opposition—if it existed—was effectively silenced and not represented. It is an ironic form of backlash because it tends to stifle discourse without consideration for the feelings of others.

Such terms as "sensitivity" and "tolerance" have, in the process, become trivialized or derided in the current anti-humanist climate. However we might characterize the extent to which PC has become an important issue in our daily lives as educators, it has been noted that charges of political correctness began to enter the public discourse at a time when multiculturalism had begun to make inroads in college curricula. It is no accident, therefore, that, at this particular juncture in our history, there is a clash of ideological differences taking place in this country and on college campuses.

There are elements of the PC issue that have not entered the general debate among educators, even though we are facing (and participating in) other consequences of this backlash to PC as well as the rise of multiculturalism more and more within our classrooms. What I want to suggest and call our attention to is that we might take a closer and more concerned look at what could be happening to critical thinking itself, within the classroom during this next decade. To put it very directly, what we could be seeing is the creation of a climate which can gradually and imperceptibly shift classroom discourse from rigorous critical thinking toward a kind of subjective relativism—one in which individual feelings become privileged

more and more within discourse—where the cultivation of self-esteem as an end in itself generates confidence in subjective accounts, and an increasing sensitivity or fear of expressing ideas that run counter to perceived classroom norms or expectations. It is, in other words, an awkward and not-too-friendly territory where PC and multiculturalism overlap where fear on the part of educators (and students) in saying something that might offend someone becomes transformed into a kind of complacency that is masked by encouraging people to feel good about their own subjectivity.

Today, within composition and literature classes we routinely encourage multiple readings, decentering an authoritative and singular reading of a text. This is nothing new, nor does it, in itself, represent any threat to critical thinking skills. In a setting where individual expression, personal feelings, and attitudes are given greater currency, we find the greatest range of interpretive experiences. And while there need not be any fear that such multiplicity will lead to confusion and uncertainty in students, what can very well happen is that subjective experience and individual expression for its own sake, removed from any loyalty to achieving consensus or even to acknowledging the validity of competing critical arguments and different perspectives, or to validate a sense of community, can (if we're not cognizant) lead to the kind of subjective relativism that considers any personal opinion to be as valid as any critical argument. Much more likely than any kind of immediate confusion is the situation and many of you have already certainly experienced this—in which students will say about a literary work or a particular passage that it means whatever they want it to mean or whatever they think it means. Not only is it important to point out that not all opinions and critical interpretations are equally valid, but it can be a disservice to students to privilege their subjective experience whatever it might be—over a well-developed critical argument that opposed their personal position. To borrow from chaos theory, there is in any critical argument a field of possibilities within which strong critical interpretations exist (and outside of which one enters into speculation that often revolves around one's feelings or attitudes or hunches, but which under critical scrutiny have little solid basis).

What happens, then, when on the one hand individual feelings are privileged in a discourse—in expressing ideas—while on the other hand there is a tendency for critical discussions to be silenced or stifled when someone feels personally offended by another's characterization or expression? As I suggested earlier, we are placing increasing importance on individualism and personal feelings, interestingly two elements associated with Romanticism-—only today what is different is that humanism no longer has the same influence or bearing on our sense of who we are—that is, there is no longer the idea of a central core or common humanity shared by people. The emphasis on difference and diversity, when seen through the perspectives of individualism and personal feelings may tend to lead not to a sense of community or commonality or even toward an increasing respect for difference and diversity, but may rather contribute to a subjective relativism that can lead either to cynicism and nihilism, or which in our own contemporary capitalist economy may be more likely to turn from skepticism to hedonism and solipsism—or, at the least, to another kind of "Me Generation" in which one turns no further than one's own thoughts, personal beliefs, and experiences to validate a critical position.

Diversity, alone, may not insure us against intolerance—at least not during these initial transitional years when opposition and resistance sounds its loudest objections and complaints. But sustained over time—over a generation perhaps we will begin to hear more and more voices that have been silent until now.

In the meantime, the greatest and most productive response to charges of political correctness that general educators at all levels can initiate in the classroom is what I regard as an expanded sense of critical thinking—one that includes the discussion of moral and ethical questions, allowing students to hear the diverse views of other students, the richness and variety of their own human experiences. In our reading and writing courses, and in our literature and essay classes, we can provide students with the opportunities to think, discuss, and write about issues of ethnicity, race, gender and class, and where there isn't a diverse representation within the classroom itself, to provide students with materials so they come to that the world is much larger than their own experiences.

Much of the resistance to an increasingly diverse, uncertain, and changing world on the part of students—including those I referred to in my Business Communication class, I suspect is due to a lack of exposure and immersion in discussions of these difficult and challenging questions—whether they're about something as seemingly simple as the use of unbiased language in business messages or about much more complex contemporary issues of ethnicity, race, gender and class. Now, more than ever, perhaps, we can recognize that multiplicity and interconnectedness offer us positive alternatives to uniformity and rigid approaches to teaching. And I think that it is in the realm of a discourse that draws on logic and reason within the domain of critical thinking itself—expanded to include the ethical underpinnings of much of our contemporary problems, that our real hope lies in overcoming the risks associated with a subjectivity borne of isolation and estrangement.

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PLUS ONE

Transfer and Articulation within Colleges and Universities

Carolyn Prager

For more than a quarter of a century, students of the community college have deplored the decline in quality and quantity of community college transfers to senior institutions. In recent years, some cite "consistent evidence that initial attendance at a two-year rather than a four-year college lowers the likelihood of one's attaining a bachelor's degree." With permission Carolyn Prager shares her thoughts and research regarding this issue with us. (Journal of Higher Education, *Vol. 64, No. 5 September/October 1993).*

The attenuation of community college transfer education in favor of other emphases such as vocational and adult education has motivated a body of reform theory advocating either abandonment of the transfer mission or its revitalization with or without the structural realignment of community colleges in higher education. The reformers fall roughly into three categories differentiated here by advocacy of particular functional or structural approaches to change.

One group of functionalists argues that the community college should reaffirm its link to higher education and reverse transfer decline by strengthening the academic and general education core. A second, however, proposes that the sector relinquish the transfer function altogether in favor of other functions, such as vocational and adult education, which they consider better suited to the community college's academic capability. A third group believes that the community college is fundamentally flawed by neither being nor belonging to a four-year structure. Within this logic, the community college cannot promote transfer education adequately because of what it is not—for example, it is commuter not residential, comprehensive not liberal arts, open not selective, two-year not four, and so on. Among its several faults, this perspective ignores the extent to which many senior institutions have embraced associate- and baccalaureate-level vocational curricula, flexible scheduling, and varied delivery modes in response to the perceived needs of their own (often eagerly recruited) populations of nontraditional new majority students.

As a corrective to the transfer malaise, the structural reformers propose either the transformation of community colleges into four-year institutions or, more radically still, their realignment as branch campuses under the aegis of state universities. Because the data speaking to the quantitative and qualitative decline of community college transfer students over the past quarter of a century admittedly suggest that separate responsibility for the first and last two years of undergraduate education may be a contributing factor to transfer decline, the structuralists posit that the organic affiliation of junior- and senior-level program components under the four-year umbrella would, in and of itself, cultivate greater continuity to the baccalaureate degree. As the most vocal proponent of

reformation through conversion, Dougherty, for example, argues that "because of their strong connection to the universities, university two-year branches apparently make it easier for students to transfer than do community colleges." The evidentiary grounds for this is slim, however, based as it is upon studies of branch campus transfer rates from the 1960s and early 1970s, when community college transfer rates were also higher than in recent years, as documented and analyzed by Grubb, in his comprehensive transfer study based on national longitudinal data.

Higher education institutions have undergone significant organizational change in the last quarter of a century marked by increased aggregation of programs and campuses within multi-unit colleges, universities, and systems. Many consolidated baccalaureate degree-granting institutions now extend postsecondary access through subbaccalaureate offerings to populations found more typically at community colleges. Over four hundred colleges and universities listed in Peterson's 1989 *Directory*, for example, confer both bachelor and associate degrees. By examining the transfer and articulation policies and practices governing student flow from two- to four-year study within a representative group of such institutions, this article challenges the assumption of the structural reformers that baccalaureate degree-granting institutions, especially those with two-year branch campuses, are inherently better designed structurally and operationally than community colleges to facilitate student progress from two- to four-year programs. This is not the same as saying that they may not have the greater potential to do so, only that, on the record, they do not appear always to do so without some of the attendant problems afflicting relationships between separate two- and four-year colleges as well as other more unique ones deriving from their structure as multi-unit and/or multi-campus institutions.

Given the virtual absence of literature regarding student transfer and program articulation within baccalaureate degree-granting colleges and universities, I conducted a nationwide survey of transfer and articulation practices at institutions with two- *and* four-year programs. The survey was not designed to determine transfer rates but to look at the transfer-enhancing practice of program articulation designed to enable students to move more easily into a baccalaureate completion mode. My analysis suggests that the four-year umbrella does not automatically assure lower-to-upper division movement. According to survey responses, many baccalaureate degree-granting colleges and universities, but those with branch or regional campuses in particular, often lack program articulation policies and practices that facilitate student progress to the baccalaureate degree at the parent institution, sometimes even from traditional arts and science tracks.

Methodology

In 1989, I sent a survey to 408 chief executive officers of campuses which Peterson's *Directory* identified as sponsors of two-year tracks within a college, university, or system also offering four-year curricula. These included public or private institutions with two- and four-year programs offered simultaneously at one or more locations, those with defined branch campuses dedicated primarily to two-year education, and three large state systems incorporating community colleges. In the end, the desire to sharpen focus upon relationships within baccalaureate degree-granting institutions dictated omission of the community college cohort. As a result, the number of survey responses actually used dropped from the original 171 received to 85.

The Survey Instrument

The survey instrument sought to document whether or not institutions delivering subbaccalaureate education within the four-year context assumed responsibility for mediating access to the baccalaureate by assuring connection of their own two-year programs to four-year ones either internally within the home institution or externally to another college or university. The latter question was included in recognition of the needs of a growing number of less traditional time- and location-bound students studying at local schools for whom transfer to a different local institution to complete the four-year degree may be a more realistic option than transfer to a more remote campus of the college or university where they enrolled for the first two years. Respondents were asked to list their two-year offerings, to select from a defined range of articulation and transfer outcome possibilities for each two-year offering, and to describe the prevailing articulation model or models used at their institution (for example, negotiation, regulation, or mandate). Participants were also given the opportunity to respond in as much detail as they wished to a series of general questions about the extent to which they "perceived" upward articulation within their institution to be of concern for all two-year tracks or for particular ones only; to describe any ongoing activity within their state, system, or institution with impact upon transfer and articulation issues at their school; and/or to comment in any way they wished. Several respondents used the comment spaces to describe in detail specific factors they considered to be inhibitors to program articulation and, consequently, student transfer within their organization.

Institutional Typology

At the outset, it was assumed that the relationship of two- and four-year programs within institutions might differ from that of programs without common institutional affiliation, such as those at state and community colleges, precisely because they were delivered by organizational components sharing a common institutional identity, mission, governance authority, and, frequently, locus. To analyze the bearing, if any, that internal structural relationships might have had on programmatic ones, responding institutions have been placed into categories according to differences in their academic administration and control of two-year programs—by delegation to a separate entity responsible for all two-year programs within the institution, by integration of two- and four-year administration on a disciplinary basis at the same location, or by extension of discrete programs to a branch campus from a more distant site.

The article looks first at baccalaureate degree-granting institutions consigning administrative responsibility for all two-year programs to one or more semi-autonomous units, such as a separate department or college organized exclusively to deliver only subbaccalaureate programs. It looks next at private institutions, usually of 4,000 or fewer students, integrating the administration of two-year and four-year educational tracks within the same operational unit. It looks third at universities extending two-year programs centrally from the main campus to one or more geographically dispersed branches. And it looks last at large public or publicly supported comprehensive research institutions integrating the direction of two- and four-year education at the same site within common administrative units such as departments or colleges.

Programmatic Typology

Research on community college students indicates that the majority claim baccalaureate aspirations when entering college. It also suggests that occupational-technical career track students now continue their education beyond the first two years at the same or a greater rate and number than their so-called "transfer" peers, especially in fields such as nursing and the engineering technologies where accrediting and professional bodies have encouraged upward educational mobility to the point here these programs have become quasi-transfer curricula. It seems reasonable to assume that two-year students at four-year degree-granting institutions would have motivations in terms of educational mobility that match or exceed those at community colleges, whether enrolled in career or transfer programs, especially in the case of universities with more selective admissions than open-access community colleges. Consequently, while this study includes the articulation of arts and science, business (as opposed to applied business), and related two-year courses of study traditionally designed for transfer, it also considers occupational-technical areas such as applied business, engineering technology, nursing, allied health, criminal justice, human services, and so on, found typically at both community colleges and the four-year degree-granting institutions with two-year programs participating in the survey.

Transfer and Articulation Patterns

Two-Year Programs Delegated to a Single Administrative Unit

The thirteen institutions with two-year programs falling into this category include Brandywine College of Widener University, Virginia Commonwealth University, Kentucky State University, University of New Hampshire, University of Chicago at Illinois, and others headed by a dean, director, or other administrator responsible solely or primarily for two-year programs at a locale in close proximity to and under a governance system shared with those responsible for four-year programs. The transfer-articulation status of the two-year programs at these schools puts to the test the working assumption that having a designated two-year program advocate on the same campus as four-year academic leaders necessarily eases intra-institutional articulation and transfer. This may not always be so.

Four of the thirteen schools in this cohort delivered two-year arts and science or preprofessional tracks, each reporting their smooth transition to upper-level programs within the parent institution. Nine offered occupational-technical curricula exclusively. In the case of three of the seven institutions with applied business, two of the eight with engineering technology, one of the three with nursing, and one of the three with a criminal justice or related program; however, the sponsoring institutions lacked articulation arrangements either within their own or to another institution.

This institutional cohort yielded one clear example of an institution where two-year students received differential treatment, illustrating how senior faculty opinions about two-year students and programs may limit internal transfer and articulation possibilities. In this instance, a public university's two-year technical college reported the total absence of intra-institutional transfer arrangements. Although the university in question offered baccalaureate programs in many of the same or related subject areas, two-year students had to reapply to the university for admission to the senior level. Reasons given for denial of seamless transfer options centered upon senior faculty's uncertainties about the ability of

two-year students to complete four-year programs and enrollment controls set by four-year faculty.

By contrast, at least three of the seven institutions in this group had gone beyond the formalities of ad hoc agreements and identified effective approaches to assuring the educational mobility of their engineering technology students. This included creation of a third and fourth year Bachelor of Science in Technical Studies capstone program for associate degree technology graduates at Southern Illinois University at Carbondale; plans for the addition of a third and fourth year articulated to the first two years of certain technology programs at the University of the District of Columbia; and development of upper-level individualized curriculum contracts for students coming from two-year tracks at Youngstown State University. Such examples of occupational-technical student transfer accommodation suggest that four-year programs can create routes to the baccalaureate for two-year students, with willingness to do so.

Some of the colleges and universities represented in this cohort had not institutionalized such willingness by building student flow programmatically from one level to another. In seven of the thirteen institutions, two-year program administrators were required to negotiate agreements internally with senior program administrators, sometimes reportedly under conditions where the agreed-upon mechanics of transfer varied according to the evaluations of those in charge of the respective four-year programs at any given moment. Only three of the thirteen operated under state or university policy governing and assuring transfer opportunity.

Two-Year Programs Integrated Administratively with Four-Year Programs at Private Colleges

The survey netted seven usable responses from private colleges which integrated the academic oversight and administration of two- and four-year programs within one unit. Four were small liberal arts school— Lincoln Memorial University, Gwynedd-Mercy College, Salem College, and Huron University (a non-accredited proprietary). Two were church-related colleges—Concordia University, Wisconsin, and Villa Maria College (now part of Gannon University). One, Rio Grande College (now the University of Rio Grande), contracted with the state to provide community college services.

Representing a relatively small but varied sample, the seven institutions operated in different modalities yet offered two-year curricula similar to those at other senior colleges and universities in this study. Whatever their motivations, whether enrollment enhancement or transfer commitment or both, six of the seven furthered the internal transfer aspirations of their students as a matter of institutional policy and practice. This was so even at Concordia, where the university did not offer the baccalaureate in its associate degree fields but did provide other alternatives within existing curricula for two-year students wishing to obtain a four-year degree. The University of Rio Grande, which provides state-supported community college services, reported that 98 percent of associate degree graduates proceeded into its four-year majors from a variety of two-year programs in business, computer science, and engineering technology, as well as general studies. At Gwynedd-Mercy, which offered twelve degree options ranging from the arts and sciences to business to equestrian studies, broadcasting/telecommunications, mining technology, and airport management, it was possible for any two-year graduate to continue on for a bachelor's of science in the absence of an exact four-year curriculum parallel.

Two-Year Programs Extended to Branch Campuses

As defined by Konrad, "a branch campus, of whatever description, operates as an integral part of a parent institution of a larger system. Its governance structure includes at least one additional layer of internal decision making, and its educational activities are at least one step further removed than they are in single campus institutions from the center of public authority." In policy language guiding the mission and operations of its Commonwealth Education System of two-year branch campuses, The Pennsylvania State University asserts that "the University functions as one institution and not as a collection of separate campuses or program delivery systems, . . . one university, one academic program, and one faculty." The Pennsylvania State University, the University of South Carolina, the University of Connecticut, and New Mexico State University, each with branch campuses included in the data described below, enunciate a similar commitment to the notion of the separate campus as part of one university geographically dispersed.

In light of such statements of principle, it is natural—and the structural reformers might say legitimate—to anticipate that the common charter, mission, governance structure, academic standards, and other elements that bind together main and branch campuses should guarantee and encourage transition to the baccalaureate from two-year programs. This does not appear always to be the case, however. Twenty-nine university branches and three central offices with no relationship to the former responded to the survey, representing Miami, Ohio, Kent State, New Mexico State, Penn State, Southwest Missouri State, and North Dakota State Universities and the Universities of Cincinnati, Connecticut, Puerto Rico, Arkansas, Akron, and South Carolina. Nine campuses (eight from the same university) reported that students receiving an arts and science associate degree had no regularized transfer options either within or outside the university. One reported the same for its associate in science and four for their associate in applied science business degrees. Others reported non-articulated nursing, media technology, engineering technology, and allied health programs. If we add occupational-technical programs with no articulation paths within the parent institution to those arrived at exclusively with other colleges or universities, 40 percent of the branches offering applied business technology, 39 percent of those offering engineering technology programs, and 30 of those with nursing curricula at the two-year level had not provided opportunity for progress to the baccalaureate within the institution at the time of the survey.

As a group, branch campus respondents expressed concern about perceived internal transfer barriers to a much greater extent than did other two-year program administrators, possibly because of greater geographic separation from the center of academic control maintained on the main campus. They also exhibited more discomfort with the survey question about prevailing articulation models. Of the twenty-six campuses with some occupational-technical curricula, only two stated unequivocally that articulation was mandated by the university and two that they were required to negotiate agreements directly with senior departments at their respective universities. One reported negotiating written articulation pacts within the university for the first time the year before the survey. Two others spoke of informal agreements resulting from whatever pressure the two-year campuses were able to bring to bear.

Survey architecture encouraged the separate expression of concern, if any, about a given two-year program's articulation outcomes. Only four branch campuses confined assessment of internal transfer problems to particular programs, however. In lieu of selecting an established articulation model from

the options provided on the survey, most described pervasive articulation obstacles. This included enrollment caps set by four-year programs, which in effect invalidated access principles by curtailing student flow from two-year programs in deed, if not in word. This also included student loss of credit because of senior campus insistence upon course equation rather than course comparability based on learning outcomes, even within traditional arts and science curricula.

As a variation on the theme of course equation and its impact upon transferability, one two-year campus pointed to students' frequent loss of credit when transferring within the university because of differing curricular sequences in the same major at four different senior units of the university. In the case of a major university with seventeen branch campuses dedicated primarily to subbaccalaureate courses of study, the issue of course equation versus comparability took the form of separate options for students meeting the same admissions criteria to either earn an associate in arts and science degree outright or to follow a slightly different arts and science track which paralleled the first two years of arts and science at the main campus. Students who chose the former, however, not only experienced frequent credit loss when moving to the main campus, but also had to reapply to the university to pursue the bachelor's degree as if they were students from another institution. At two other institutions, reapplication leading to possible credit loss was required to programs in which the university offered the four-year degree, such as liberal arts and nursing, as well as to those in which it had no clearly defined upper-level choices for lower-level students.

Other branch campus respondents did not point to specific transfer impediments but did, in the main, express considerable concern about the internal relationship of two- and four-year programs. One spokesperson for a campus with twenty-five associate degrees—seventeen of which had no baccalaureate degree component within the university— wondered how long the institution could continue to ignore course work already completed in a two-year mode in an environment of rising costs to the higher education consumer. A spokesperson from another campus with nine unarticulated programs spoke of growing concern at the campus level about the increasing number of occupational-technical associate degree students who wished to continue their education at least through the baccalaureate but did not have the chance to do so at that institution.

A spokesperson from yet another university's campus, one offering only traditional arts and sciences degrees, stated that policies of individual colleges within the university might or might not guarantee transferability, depending on the individual college. Another indicated that her campus would like to see resolution of articulation difficulties through reconceptualization of all programs on the two-plus-two model. Others described the grudging compliance of four-year departments with transfer policies or the plight of two-year programs and students seemingly held hostage by senior departments. Only five of the twenty-nine branch campus respondents indicated that they had no articulation and transfer concerns and, of these, three offered only traditional associate in arts/associate in science two-year tracks parallel with four-year curricula with assured articulation.

The survey did net one response that dismissed unequivocally the question of transfer by designating a two-year general studies and a two-year nursing program as "terminal," without further elaboration. There may be some significance to the fact that this annotation was made about branch campus

programs by a university representative from a main campus. As we shall see below in connection with integrated two-year programs within more comprehensive public or publicly supported institutions, the concept of two-year program terminality may well be one that resides mainly in the mind of beholders separated by one or more layers from actual two-year providers and their students.

Two-Year Programs Integrated Administratively with Four-Year Programs at Public or Publicly Supported Comprehensive Universities

Institutions in this category represent a broad array of thirty-six single or multi-campus public or publicly supported universities, including Purdue Western Michigan, Ball State, Indiana, Colorado State, Humacao State, the University of Pittsburgh. the University of Maine the University of Georgia, and others integrating administration of two-and four-year curricula. Of the thirty-six responses from thirty-three separate institutions, twenty-nine were from large comprehensive public research universities without separate delivery systems such as branch campuses, institutes, or other administrative entities dedicated primarily or exclusively to two-year programs. Some listed twenty or more subbaccalaureate offerings, some only one or two. Despite such variations of scale, however, every survey response appears to have been prepared by someone several steps removed operationally from the programs themselves. Two, for example, were returned over presidents' names, eight over academic affairs officers', five over admissions officers', five over registrars', and so on.

Administrative distance appears to have affected how individuals approached survey questions when several strata removed from actual program delivery. The substance and nature of their responses contrasted markedly to those made by individuals involved more directly with subbaccalaureate education at branch campuses or other units more immediately responsible for two-year education within the institution at large. At best, the majority of these respondents revealed a level of indifference to or ignorance about transfer activity, if any, at their institutions. At worst, some held obsolete views about educational terminality that may have mirrored large institutional postures hindering two- and four-year program and student linkages.

About half of the respondents, for example, simply ignored those parts of the survey soliciting information about prevailing articulation models or transfer concerns, if any, on their campuses. Approximately 25 percent drew favorable conclusions about prevailing transfer/articulation relationships at their institutions, while simultaneously providing information about programs with limited or no articulation within and, in some cases, none outside the institution as well. Some institutions did not find articulation a problem because it was not articulating. This was sometimes as true at institutions with a dozen programs as with one. Others did not find articulation a problem where it was, at least as measured by the failure to provide their two-year students with internal transfer assurances. In other words, while transfer and articulation data did not differ always greatly in degree or in kind from that presented by other institutional types, perceptual postures did.

On one hand, the university within this cohort documenting the largest number of two-year programs, Lamar University-Beaumont, accommodated graduates of its twenty-two A.A.S. degree programs either through a B.S. in Industrial Technology or through other internal and external arrangements. Edinboro State University of Pennsylvania guaranteed access to the baccalaureate by virtue of institutional policy for its eleven associate degree

programs, including programs in general business, criminal justice, and digital electronics technology. On the other hand, one school with twelve associate degree programs listed neither internal nor external upper-level programmatic relationships, begging the question by asserting that articulation could be achieved if students planned a program permitting all coursework to be accepted. Another, a multi-campus university with a similar number of two-year programs, provided baccalaureate articulation, sometimes to the same and sometimes to a different major, but only at the campus of initial study.

As one might expect, the number of two-year programs within a university seems to correlate generally to its articulation activity—the fewer the offerings, the fewer the linkages. This was true especially at the two institutions sponsoring only secretarial and related programs, hardly the curriculum of choice for generating institutional concern about internal or external transferability. Two universities in this group had only two subbaccalaureate programs each. One offered an engineering track with and an office communications track without articulation. The other had a computer degree which did articulate and a nursing one which did not, although A.D.N. graduates could reapply to the university for admission to pursue the B.S.N. Of the two with three subbaccalaureate programs each, one offered nursing, child study, and computer technology with external articulation only and the other "terminal" allied health programs articulating nowhere. In sum, program volume appears to influence but does not appear to assure the probability of two- to four-year articulation within large comprehensive institutions.

One can only speculate about other factors that might contribute to the level of transfer and articulation effort within comprehensive universities such as the greater priority given undergraduate-graduate connections. In terms of survey data, however, one cannot ignore the extent to which respondents not connected directly to subbaccalaureate education at public and publicly supported comprehensive universities resorted to the archaic concept of "associate degree terminality" to explain away the absence of transfer/articulation activity. Nine respondents, 25 percent, insisted upon the finite limit on the educational continuum of some or all of their junior programs. Some referred to "two-year-like" programs, to programs designed to be only two-year, to career exit programs, and so on. Others used the word "terminal" outright.

Conclusions

The general absence of formal inquiry into intra-institutional articulation and transfer is surprising for two reasons. The first is the extent to which the phenomena, albeit inter-sector transfer and articulation, have surfaced as compelling public policy issues addressed by legislatures, state agencies. higher educational associations, foundations, and scholars. The second is the extent to which baccalaureate degree-granting institutions participate in subbaccalaureate education, sometimes as part of a historic mission and sometimes as part of an emerging one to serve nontraditional students.

The issue of internal transfer and articulation is of sufficient consequence to merit more detailed investigation aimed at improving the transfer climate within baccalaureate degree-granting institutions. It appears that students from some two-year programs within four-year contexts may have as much, if not more, difficulty in "transferring" within their institutions as do students who begin at a community college and seek entry into a senior one. Indeed, the findings explored here suggest that problems with internal student transfer and program articulation may be as pervasive within some institutions sharing a common

institutional identity as external ones are for some from different sectors, such as community and senior colleges, that do not. For those concerned about equity in access to the baccalaureate, questions about opportunity for educational mobility accorded two-year students within four-year institutions should be as socially compelling as they are for students at community colleges with higher degree aspirations.

To the extent that closely articulated two- to four-year programs are an important factor in student transfer outcomes, survey data suggest that more than a few colleges and universities with two- and four-year programs display some of the same characteristics inhibiting transfer within their institutions more typically described by those writing about transfer between unrelated sets of institutions, namely community and senior colleges. These include elitist judgments degrading two-year students and programs, enrollment caps favoring baccalaureate track students, arbitrary rulings confusing curriculum parallelism and comparability, and archaic notions about program terminality inconsistent with the educational aspirations of occupational-technical students.

The data also indicate that some baccalaureate programs and providers tacitly endorse transfer-inhibiting practices peculiar to articulation issues within four-year institutions. These include the failure of those in authority to enforce articulation policies on the books, where such policies exist. These include, as well, alienating policies such as those that force subbaccalaureate students wishing to pursue the baccalaureate to reapply for admission as if foreign to the institution or that penalize them for following comparable but not identical curriculum sequences to those in the first two years of a university's four-year track. For those who seriously propose that aligning community colleges structurally to universities can cure the transfer malaise, the evidence presented here suggests that institutions offering both four- and two-year education under the same umbrella do not do so de facto under prevailing conditions that assure continuity to the baccalaureate.

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PRACTICUM

Implementing TQM in Two-Year Colleges

Ralph W. Linderman

The two-year colleges of Ohio have been slowly initiating TQM (Total Quality Management). By the end of this decade and before the year 2000 all two-year colleges will have made the change. Ralph W. Linderman explains the reason and rewards with some of the dangers to watch for along the way.

Total Quality Management offers both a process and a system to produce dynamic changes in the organization and operations of two-year colleges in the areas of academics, service and administration.

Two-year colleges face challenges similar to those facing manufacturing, businesses and service industries. We are reminded of these changes in the news from the business pages of our newspapers about down-sizing, restructuring, early retirements, just in time, quality circles and total quality management.

Two-year colleges have been in the vanguard in adapting to changes in society and TQM can be an effective way to meet these challenges. The initial incentive for using TQM in two-year colleges came from business and industry. Fox Valley Technical College and Delaware County Community College are two examples where the colleges provided TQM training programs for industry and then began the process of using TQM for their own operations. The regional accreditation associations are asking for increased assessment of student achievement and the incorporation of the assessment results into academic planning (Ewell, "Assessment and TQM: In Search of Convergence," 1991: 39-52). TQM enhances the assessment process in colleges. The demographic changes found in the age, martial status and races of people attending colleges today are forcing higher education to provide more and varied services. Changes in the type of jobs and the need for more post high school training place increased demands on the colleges, while at the same time there are decreased or static levels of public funding. All these combine to force more colleges to find better ways to serve people with the same level of resources as before.

William E. Hull in "The Quality Quest in Academia" (1992:225-240) gives this description of the situation facing colleges and a means to successfully meet these changes. "Academic life in America today exists in a world with too many schools and too few students, too many fixed costs and too few discretionary dollars, too many competitors and too few supporters. In such a world, survival does belong to the fittest, which will be those institutions imbued with a passion for quality that extends to every member of the community,faculty included. Some may prefer a more sedate, less demanding academic lifestyle, but this will no longer fill our classrooms, build our buildings, and pay our salaries. Accepting a quality quest means, first and foremost, a willingness - yea, an eagerness! - to be truly competitive in the educational arena." TQM is a way for our colleges to continue their quest for quality service in spite of increased demands for service and static funding sources.

This article will develop several definitions of TQM for higher education. It

then examines briefly TQM Programs at Fox Valley Technical College and Delaware County Community College, a plan for a five-year institutional implementation of TQM, a summary, and a brief list of TQM resources.

TQM can be defined in various ways. Jablonski, (1992:) suggests that TQM fundamentals have been around awhile and he traces them to J.C. Penny's, " Penny Idea" in 1913. There were seven tenants on which J.C. Penny company was organized. They illustrate the fact that TQM has been used in US business under other names. The seven J.C. Penny tenants are:

1. To serve the public, as nearly as we can to its complete satisfaction.
2. To expect for the service we render a fair remuneration and not all the profit the traffic will bear.
3. To do all in our power to pack the customer's dollar full of value,quality, and satisfaction.
4. To continue to train ourselves and our associates so that the services we give will be more and more intelligently performed.
5. To improve constantly the human factor in our business.
6. To reward men and women in our organization through participation in what the business produces.
7. To test our every policy, method, and act in this way: "Does it square with what is just and right?"

Jablonski (1992:21) gives this current definition of Total Quality Management as "a cooperative form of doing business that relies on the talents and capabilities of both labor and management to continually improve quality and productivity using teams."

Sherr and Teeter editors of, *Total Quality Management in Higher Education*, Jossey Press, 1991, assembled articles from a group of scholars and administrators on the subject of TQM in higher education. In their book, Edwin Coate, Oregon State University, says that total quality management is defined as a combination of quality control theory, systems, tools and organizational models developed over the last to years both in the United States and Japan by W. Edwards Deming, J.M. Juran, Phillip Crosby and others. TQM is a structured system for creating organization-wide participation in planning and implementing a continuous improvement process. That process should produce results that exceed the expectations of the customer. TQM is built on the assumption that 90 percent of problems are process problems, not employee problems.

A second version of TQM in higher education is provided by William Anderson, OSU/ATI, in a memo to faculty and staff. He says that TQM is a method of operation that focuses on customer satisfaction. TQM attempts to exceed the expectations of the customers, both external customers (prospective students, employers, the local community) and internal customers (current students, all OSU/ATI employees who serve each other in one way or another). TQM is an empowerment process, where ideas of all members of the campus community are valued, teams of affected individuals address problems, propose solutions and decision-making is delegated to those most clearly associated with everyday processes. TQM guarantees that an organization will listen to its customers, identify customer needs and incorporates those needs into every phase of its operations.

A third version of TQM comes from a statement by Stephen Uzelac in *Zen Leadership: The Human Side of Total Quality Team Management*, 1993. He says that TQM is based in part on assumptions from Maslow's theory of motivation and McGregors' Theory X and Theory Y of management. He says that the mission of

quality improvement teams is to give people influence and empowerment over their work. The training process for TQM is based upon a philosophy which recognizes individual people as total human beings who desire to participate in decisions affecting their quality of life. McGregor presents an argument that most management actions flow directly from whatever theory of human behavior a manager holds. This theory holds that what ever a manager believes about people will control the manager's actions.

Accordingly, a manager's beliefs that reflect traditional assumptions or Theory X will result in a leadership style that is autocratic and that the manager's role is to control people. On the other hand when a manager's beliefs reflect Theory Y, the leadership will tend towards being supportive and the role will be help employees release their skills towards common work objectives. He describes the differences in management practices and employee behavior in the two models.

Theory X-Traditional Assumptions

RESULTS	MANAGEMENT PRACTICES	EMPLOYEE BEHAVIOR
Based on:	POWER AUTHORITY CONTROL	OBEY DEPENDENCY SEPARATE AGENDA
Trust:	LOW	LOW
Cooperation:	PASSIVE	PASSIVE

Theory Y-Modern Assumptions

RESULTS	MANAGEMENT PRACTICES	EMPLOYEE BEHAVIOR
Based on:	COMMITMENT SUPPORT ZEN LEADERSHIP PARTNERSHIP EMPOWERMENT MISSION	OWNERSHIP SELF-DIRECTION RESPONSIBLE TEAM PLAYER ENTHUSIASTIC COMMON AGENDA
Trust:	HIGH	HIGH
Cooperative:	ACTIVE	ACTIVE

TQM is a process to help an organization make a transfer from using Theory X assumptions about human behavior to Theory Y assumptions about human behavior. TQM provides new patterns of administration and decision-making which enable employees to take more active ownership in the mission and programs of the institution.

Don Butto of Goodyear, in conversations with the author, says that TQM should really to titled "TQC" or total quality culture. He says this for two reasons. The first is that TQM is really about changing the culture of an organization. Secondly, it will therefore require time, effort an commitment by members at all levels of the organization. Theory X and Theory Y assumptions call attention to Butto's idea that TQM is about culture change whether it is in corporations or in higher education. Another way to describe the mission of TQM is that it is changing the paradigm of organizational structure and behavior from the traditional model to the modern one.

Fox Valley Technical College and Delaware County Community College have been involved with both teaching TQM courses and incorporating TQM into their

administrative, academic and service systems since 1986. They have published articles and books about their TQM efforts and conduct training seminars on TQM in higher education. Sherr and Teeter (1991:91) list twenty five institutions of which the following are two-year institutions: Delaware County Community College, Media, PA.; Fox Valley Technical College, Appleton, WI; Hawkeye Institute of Technology, Waterloo, IA; Jackson Community College, Jackson, MI; Lamar Community College, Lamar, CO; Palm Beach Community College, Lake Worth, FL; St. Augustine Technical Center, St. Augustine, FL. The author has heard that Columbus State Community College, Columbus, OH, is using TQM.

Spanbauer in *A Quality System for Education*, 1992, has indicated a model based of FVTC'S experience. The model can be used for most institutions of higher education. It is similar to the one listed by Coate at Oregon State University, (1991:27-38).

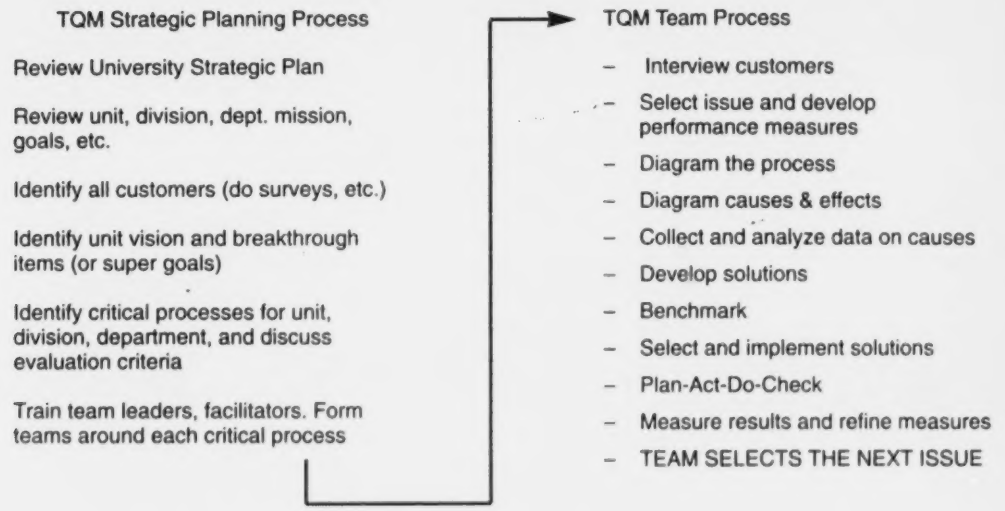
Model for the Implementation of a Total Quality Program in a Two-Year College

YEAR ONE	* Explore total quality management for the institution * Train administrators, faculty, staff, board members in Phase One Total Quality Management * Develop a vision statement * Appoint a TQM coordinator * Establish a pilot project team or teams
YEAR TWO	* Train faculty and staff in TQM in all areas * Train staff in all operational areas * Define the needs of customers, i.e., students, faculty, staff, administrators, general public * Develop a step-by-step planning process for all teams
YEAR THREE	* Provide teambuilding training unit by unit * Develop work unit problem solving activities * Recognition and celebration of team results * Implementation of TQM in the classroom
YEAR FOUR	* Provide for external audit of quality process * Phase Two training for faculty, staff and administrators * Use of TQM in academic division management * Recognition and celebration of team results
YEAR FIVE	* Use of TQM in administrative council * Training for self- managing groups * Develop a vision statement for the next five years * Recognition and celebration of team results

Coate at Oregon State University (1991:27-39) divides the total quality management process into two parts. First is the TQM Strategic Planning phase and the second is the TQM Team Process. Phase one involves a seven stage process. Phase two is a ten-step process used by each team as it studies problems and implements solutions.

The use of TQM has produced significant results in colleges. For example, DCCC (*Total Quality Management in Higher Education. 1991:13-25*) used the TQM process with a team to reduce the number of lost telephone calls coming into their admissions office from 19% to 0 %. A DCCC faculty chairperson has reorganized her secretarial staff into a team with the result that they handle a larger volume of work with fewer mistakes with the workload from 90 instructors.

Coate (*Total Quality Management in Higher Education. 1991: 27-38*) cites the use of TQM by the physical plant department to reduce the time in the remodeling process by 10% and then by another 23%. He also observed that a nonmeasurable


TQM Strategic Planning Process
Review University Strategic Plan
Review unit, division, dept. mission, goals, etc.
Identify all customers (do surveys, etc.)
Identify unit vision and breakthrough items (or super goals)
Identify critical processes for unit, division, department, and discuss evaluation criteria
Train team leaders, facilitators. Form teams around each critical process
TQM Team Process
– Interview customers
– Select issue and develop performance measures
– Diagram the process
– Diagram causes & effects
– Collect and analyze data on causes
– Develop solutions
– Benchmark
– Select and implement solutions
– Plan-Act-Do-Check
– Measure results and refine measures
– TEAM SELECTS THE NEXT ISSUE

change occurred in the quality of the remodeling jobs. The employees were doing a better job and their morale increased.

Harris and Baggett in *Quality Quest in the Academic Process(1992)* provides a series of articles by Samford University faculty and administrators on ways they have implemented TQM in their classrooms and in their academic departments.

OSU/ATI has formed a team using TQM to examine the retention rate for students and make recommendations to improve the rate. The team studied the problem, conducted surveys and prepared its report to the Director. This report proposes specific ways to increase the retention rate by 1% per year. Team members will have the opportunity to implement their recommendations.

These examples are only the tip of the iceberg in terms of TQM being utilized in institutions of higher education. However, they do illustrate that TQM is working and producing results.

The author's own experience in advising, consulting and teaching TQM for the past three year supports the idea that TQM is effective for improving communication in the classroom, and that it is useful for improving the administrative process in two-year colleges and that there is demand from business and industry for training programs in TQM. The author has been teaching TQM classes in local industries. He has observed the TQM process at Honda Auto Manufacturing both in Ohio and Japan and at Goodyear in Akron. He has used TQM in his own social science classes and is currently serving as a facilitator for an OSU/ATI Team to improve the retention rate of students at the Institute.

TQM offers a process and a system to enable two-year colleges to better serve their customers, i.e., students, business and industry and the communities, while at the same time empowering faculty and staff to become more involved in defining problems and implementing decisions that affect the quality of academic programs. The advantages of a TQM system for two-year colleges are both quantitative and qualitative. The college becomes proactive rather than reactive. Financially, the college can improve services without significantly increasing costs. These improvements enable the college to be more competitive in our society by providing more services and improved services.

In summary these are points to consider in the implementation of TQM in two-year colleges:

1. Two-year colleges have been successfully implementing TQM in their

administration, their academic programs and in continuing education and can serve as models. Two examples are Fox Valley Technical College, Appleton, WI; and Delaware County Community College, Media, PA.

2. TQM is useful to colleges as they comply with the mandate from the North Central Association and other accrediting associations to implement annual programs of institutional effectiveness and student assessment. (Ewell: 1991: 39-52, "Assessment and TQM: In Search of Convergence.")
3. Total Quality Management has been defined as Jablonski (1992) and Coate (1991) as a combination of quality control theory, systems, tools and organizational models developed over the past 40 years both in the United States and Japan by Deming, Juran, Crosby and others. . . it is a structured system for creating organizational-wide participation in planning and implementing a continuous improvement process. That process should produce results that exceed the expectations of the customers. TQM is built on the assumption that 90 percent of work problems are process problems, not employee problem.
4. TQM theory and practice is based in part on assumptions derived from Maslow's Theory of Motivation and Douglas McGregor's Theory X and Theory Y.
5. Effective implementation of TQM in a two-year college will require at least five years. Staff and faculty at Delaware County Community College indicate there still are many opportunities for additional implementation about the first five year plan was implemented.
6. Effective implementation of TQM needs the full support of the college administration during the initial five-year period and the patience to wait for results.
7. It is necessary to spend time and funds on training for administrators, faculty and staff in the use of TQM (Spanbauer: 1992: 21-22).
8. Costs include a coordinator or facilitator for TQM, contracting for initial training and providing time for faculty and staff to attend training.
9. *Helpful TQM Resources include:*

Memory Jogger for Education: A pocket Guide of Tools for Continuous Improvement in Schools. This pocket sized booklet of 88 pages gives a basic description of TQM, Team Building and Problem Solving Techniques. These include flowcharts, check sheet, brainstorming, nominal group technique, Pareto Charts, Cause and Effect Diagrams, Run charts, stratification, histogram,scatter diagram, control chart and force field analysis.

The second is *The Team Handbook*, by Peter R. Sholtes. This loose leaf book expands on the techniques used in organizing teams and implementing TQM processes. (The author has used in classes with industry mangers and found that it is the type of book they will refer to after completing the course).

Next is *Total Quality Management in Higher Education*, editors, Sheer and Teeter. The editors provide an introduction to the use of TQM in various institutions of higher education such as Oregon State University, Delaware County Community College and Virginia Polytechnic Institute and University.

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FORUM

ISSUE: Scholarly Activities in the Two-Year Colleges: What Should Be the Roles, Goals, Methods and Rewards?

Strengthening Expertise

S. J. Woods

As the two-year colleges change – so have some of their roles. Historically the two-year colleges have had one dominant role: teaching. However, the role of research, publishing and other scholarship activities have increased. Thus the forum question, "Scholarly activities in the two-year colleges: What should be the roles, goals methods and records?" S.J. Woods and David Munn, The Ohio State University Agricultural Institute, take on the question.

For the purpose of this discussion, scholarly activities will refer to original research in the faculty member's subject matter discipline or research concerning teaching methodology or the composition of original reports on program effectiveness and/or teaching philosophy. Regardless of the endeavor, closure would be to publish results of the activity in a refereed journal or trade magazine, present an abstract at a learned meeting or publish a book or monograph.

The major role of scholarly activities should be to strengthen the faculty member's knowledge and expertise in the subject matter areas in which he or she teaches. Original research in the field allows the faculty member to speak from authority. Students prefer instructors that have an authoritative stance in the subject matter. A passive acquaintance with the material being taught is easily detected by students. Obviously two-year college faculty loads limit the intensity of scholarly activity in many of the areas which have to be taught. But each faculty member should strive to become an "expert" in at least one area taught on a regular basis. Scholarly activity involves reaching out of the institution to explore new knowledge and to expand one's current thinking . Longevity in a position could bring with it complacency with respect to teaching methodology and course content if scholarly activity is not a part of the faculty expectation.

The faculty member should divide goals for scholarly activity into short-term and long-term components. A reasonable short term goal to enable the faculty member to start the scholarly activity process would be to do a literature search in the area of interest and become extremely familiar with what has been published over the past ten years. Completing a literature search doesn't put points in the win column, but will eventually pay big dividends when a project is finally under way. Literature searches are easy to accomplish with modern retrieval systems now in place and are absolutely necessary before any scholarly activity projects involving original research can proceed.

A second short term goal would be to select a research topic based upon what has been accomplished in the general area of interest. After determining the objectives and scope of the project, plan to write an abstract of the first year's work and present it at a learned meeting. Presenting an abstract does count in the scholarly activity win column. After presenting an abstract, add more data to the project to further substantiate or disprove working hypotheses before publishing in a refereed journal. Publishing a paper in a peer reviewed journal situation gives maximum credit for a scholarly activity project.

Longer term scholarly activity projects might include writing a book or monograph on a subject in which the faculty member is interested. Books help to establish the faculty member as a national and international authority on a particular subject. This type of documentation is particularly important when progressing to the highest level of faculty rank (full professor).

There are numerous opportunities to publish articles in trade magazines and other non-peer reviewed publications. Normally, on a one for one basis, the non-refereed publications are worth less in the eyes of the administration, but do count as scholarly activity. Publishing in a trade journal will enhance the reputation of the faculty member in addition to giving prestige to the institution.

Class lecture notes in the form of a study guide for students may qualify for scholarly activity. This is especially true if the study guide could be used at another institution or for a wider audience than just the students taught in your classes. In fact, any piece that the faculty member writes that can be distributed and used by a wider audience than the resident student body should easily qualify for scholarly activity credit.

Not all scholarly activity has to be accomplished entirely by the individual faculty member. To increase efficiency, developing linkages with colleagues both inside and outside of your institution increases opportunities. Often times, a colleague will be able to compensate for certain deficiencies that a faculty member may have. Linkages develop access to a wider body of resources necessary to carry out good scholarly activity. These resources may include expertise, access to data, increased financial support and use of specialized equipment to carry out research.

The distinction between two-and four-year college faculty with respect to the scholarly activity expectation is becoming less clearly defined. The concept that the two-year college has primarily a teaching mission and there is no time for scholarly endeavors is obsolete. Scholarly activity is a reality and must be dealt with by the modern two-year college faculty member. Faculty workload policies are being structured to reject the scholarly activity expectation. If there is no time to accomplish scholarly activity objectives during the regular academic year, then a portion of the off-duty quarter or semester will have to be devoted to these objectives.

The rewards for faculty availing themselves of scholarly activity opportunities definitely outweigh the increased amounts of time and effort that must go into these activities. The primary focus of the two-year college is teaching. However, a properly balanced workload that includes scholarly activity will enhance the overall teaching mission.

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Serious Constraints — But

David A. Munn

Virtually all research university "regular" faculty members are expected to perform teaching, scholarly activity, and service to their campus, community and profession. The faculty and administrators of two-year colleges are certainly united

in affirming the importance of teaching and service to the campus and community, but involvement in national or international professional associations and their annual meetings and scholarly activities are not universally affirmed or required across the continuum of community, junior, and technical colleges that compose our two-year college community.

I should like to offer my views as a faculty member at a two-year technical college that is administratively nested within the College of Food, Agricultural and Environmental Sciences at The Ohio State University. I will attempt to address the issues of roles, goals, methods and the reward system for faculty at two-year colleges involved in scholarly activity.

Scholarly activity in the American University tradition comes mainly from the research universities of Europe which were dedicated more to the discovery of new knowledge and to training the next generation of faculty than to broad teaching of what was already "known" to large numbers of undergraduate students. Scholarly inquiry would certainly require that faculty read and follow the literature of their profession (a tremendous task in most academic fields) and that they attend periodic professional meetings and symposia where the new knowledge and concepts are presented and critically discussed. In order to contribute directly to the knowledge base in one's field, it is necessary to devote time, physical facilities and financial resources to experiments, surveys, or artistic endeavors such as writing, painting or music composition.

At most two-year colleges the discretionary faculty time, physical facilities and support funds are serious constraints to such activities. Faculty teaching loads are heavier at two-year campuses, there are no graduate students to teach laboratories or recitation sessions of freshmen level math, language or science courses as might be common at research universities. Even more severe as a constraint is the absence of bright graduate students and post-doctoral research associates who add so much to the scholarly output of faculty at research universities.

In the face of the constraints of time, facilities and support, why should two-year faculty bother or attempt scholarly activity? I would argue three reasons:

1. To remain engaged with one's professional discipline, whatever it is;
2. To prevent burn out, a major problem for career teachers at all levels;
3. To bring the joy of discovery and love of the subject matter in a personal way into one's own teaching content, even if done only on a very modest scale.

Almost all two-year faculty have taken some of their training at a major research university and seen the down side of scholarly activity as a faculty duty. The tail can wag the dog in the reward system of tenure, promotion and merit pay. Good teaching is expected, but scholarly output in refereed journals and the solicitation of extramural funding for one's scholarly activity are the real factors that drive tenure, promotion and the allocation of merit pay where faculty member "X" can only receive a larger merit increase from the pool of funds at the expense of colleagues "Y" and "Z" who don't publish or successfully bring in outside funding to their department. I believe an over emphasis on "publish or perish" or excessive reward system bias toward the entrepreneurial grant writer at the expense of classroom teaching, student advising and campus/community service is a very real danger when administrators or faculty peers embrace traditional scholarly activity as a required part of the mission of faculty at two-year campuses. But faculty aren't foolish, they won't buy into the investment of their time and energy in scholarly

activity if it is totally ignored in their campus faculty evaluation and reward system. A great challenge to academic leaders is how to nurture faculty in the "joy of discovery" that scholarly activity can represent without falling into the error and terror of publish or perish that seduces faculty away from their primary activity of teaching and working closely with students. I would propose that scholarly output and/or extramural funding never comprise over 25% of the basis for a tenure, promotion, or merit pay decision at a strictly two-year campus.

Some two-year colleges are nested administratively within the structure of major research universities. Faculty are normally evaluated by main campus peers and administrators as part of the promotion and tenure process, particularly if their tenure is system wide and not just on this local campus. In this circumstance higher scholarly activity expectations seem inevitable for the success and even the survival of the faculty member. It may not be fair if the two-year faculty member doesn't have facilities, time, graduate students and seed money, but that is the responsibility of the two-year campus administration to provide the resources or reduce the expectations. The scholarly activity accomplishments also build the vita of the faculty member and are an important part of the ticket out or up to higher levels of teaching and research if that is the faculty member's personal goal. It should never overwhelm his or her desire to teach or seek other professional opportunities.

I would like to close with a simple but profound thought from a colleague in the College of Food Agricultural and Environmental sciences. Professor Bernie Ervin eloquently stated in a forum on the mission of our college back in the 1980's," the role of a university faculty member is to discover and to teach." If any faculty member entered the classrooms of his/her campus for a 30 year career with only the knowledge and experience of training and employment up to the start of that teaching career, how long until he or she would be out of ammo, out of date and burned out? The opportunity and encouragement to conduct scholarly activity can keep a faculty member engaged with his or her discipline and excited about work.

Some faculty may not be comfortable in traditional laboratory or survey type research—if they have only been trained at the MS/MA level. They might be encouraged to engage in scholarship about their teaching style methods and success. Ernest Boyer of the Carnegie Foundation for Higher Education has argued forcefully that American higher education needs a newer and broader definition of scholarship. I challenge you to wrestle with this issue on your campus.

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The Editorial Board of the OATYC Journal *is soliciting written responses (three or four paragraphs) to the question:* ***Given the legitimate need for distance learning courses or degrees, how can we assure integrity in product and in student participation?*** *The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the next edition's "Forum" section,* **deadline: March 15, 1995.**

REACTION

Reaction to Julius Greenstein's Article FOCUS: The Ohio State University at Newark – Pride in Quality Instruction

Sam D. Bassitt

The Journal *encourages letters and articles in response to its contents, policies, and OATYC activities.*

Dr. Greenstein is faithful to his title, ". . . The Ohio State University at Newark.:," by giving a bit of history of OSU at Newark including its faculty, facilities, and programming. He also looks to the future prospects of that institution at that location. Indeed, he suggests some strong possibilities for "OSU-N" while the growth and change seem to have most accompanied the sister institution at that location, Central Ohio Technical College. It appears to me that the article should have approached a treatment of the total campus since the author represents the nominal head at both OSU-N and COTC. Perhaps the author tends to use the label "OSU-N" as the total campus operation.

It is without a doubt that a focus of OSU-N can be given without COTC, yet the article is credited not only to the Dean and Director of OSU-N, but the President of COTC. The article articulates pride in quality instruction" to OSU-N, and characterizes the setting as a "dynamic educational learning center," citing that setting as "Ohio State at Newark." It would seem reasonable, in the *OATYC Journal*, to take every opportunity to forward the mission and image of all elements of this cost-shared, one student body campus.

I suspect I am more sensitive than the average reader since I am the academic officer on another co-located, cost-shared, one student body campus and have felt this notion of "the commanding image of OSU" noted by Dr. Greenstein.

Dr. Greenstein cites that much of the future development at OSU at Newark rests with forces, influences, and decisions external to the campus, i.e. the University framework, the Ohio Board of Regents, and the state legislature. Yet, he further suggests a movement toward a comprehensive undergraduate institution with several Masters programs being pressured by local communities.

I would like to think that nearly anything is possible to those who have a clear concept of who they are and where they are going. I wonder how it is, and how it may become, at that campus in Newark with two interdependent structures looking for futures.

Sam D. Bassitt
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OHIO ASSOCIATION OF TWO-YEAR COLLEGES

FALL CONFERENCE 1994

THEME: "Confronting Contemporary Controversy: Theoretical, Pedagogical and Political Issues Facing Two-Year Colleges"

DATES: **Friday, October 28, 1994**

LOCATION: Lorain County Community College, Elyria, Ohio

PURPOSE: The OATYC provides a forum in which faculty and administrators in two-year institutions can meet to discuss and resolve mutual concerns. Because this year's conference examines controversies we face as educators, panels representing various colleges are especially invited to promote dynamic exchanges of policy and practice.

SPECIAL SPEAKERS: Rita Silverman and Bill Welty

TOPIC: Case Studies for Faculty Development

Rita Silverman

Bill Welty

Rita Silverman is Professor of Education and Co-Director with Bill Welty of the Center for Cases Studies at Pace University. Bill Welty is Professor of Management and Director. They regularly present at national and regional conferences, discussing the use of cases to promote critical discussion in the classroom, and they lead case teaching and case writing workshops across the country.

Professor Silverman and Welty are completing their second consecutive FIPSE grant. Their current funding supports them to develop cases about diversity issues in university teaching and to disseminate the cases and the method widely. Their first FIPSE grant led to the development of more than sixty cases for teacher education, published by McGraw-Hill.

WORKSHOP: Case Studies in the Community College Classroom: Promoting Active Learning

This workshop will engage the participants in the discussion of a case study about classroom teaching, based on the actual experience of a college professor. The discussion will be followed by a debriefing of the process of case teaching and its role in faculty development and in the college classroom. Participants will be encouraged to explore opportunities to use cases in their own teaching.

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OHIO ASSOCIATION OF TWO-YEAR COLLEGES

An affiliate of the American Association of Community Colleges

JOURNAL

Vol. XIX No. 2 Spring 1995

THIS ISSUE:

COMMENT

Fall Conference at Clark State Community College

TEXT

FOCUS: *The Ohio University Eastern Campus: Meeting the Needs of the Citizens of Southeastern Ohio*

Alice, Where Were You? or Windows Is Wonderland

Tech Prep: An Educational Option for Success

CQI: Continuous Quality Improvement/ Customer Quality Improvement

PLUS ONE

Dubious and Wasteful Academic Habits

PRACTICUM

Diversity in Engineering Technology Curriculum: Networking and Computer Repair

FORUM

ISSUE: *Given the Legitimate Need for Distance Learning Courses and Degrees, How Can We Assure Integrity in Product and in Student Participation?*
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Reaction to S. J. Woods Article: FORUM ISSUE: Scholarly Activities in the Two-Year Colleges: What Should Be the Roles, Goals, Methods and Rewards? Strengthening Expertise

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OATYC

Provides:

- Collective influence on the future direction of Ohio's two-year campus system;
- Access to classroom liability insurance protection of $1,000,000;
- An open forum for the discussion of trends, problems, accomplishments, and challenges unique to state assisted two-year campuses;
- A newsletter which informs members of the proceedings and activities of the OATYC and of Ohio's two-year campuses;
- The *Journal* which provides an opportunity for publication and exchange of scholarly views and concepts;
- Conference and workshops providing opportunities for professional development, visits to other two-year campuses, presentation of papers, and socialization with other two-year campus personnel;
- Affiliation with the American Association of Community Colleges and its activities throughout the nation.

Purposes:

- To provide a forum in which all state-assisted two-year campuses can meet to discuss and resolve mutual problems;
- To foster cooperation and communication among Ohio's institutions of higher education;
- To provide the viewpoint of the state assisted two-year campuses to the Ohio Board of Regents and to the State Legislature;
- To identify and improve the status, prestige, and welfare of all state-assisted two-year campuses in Ohio;
- To cooperate with other Ohio agencies, colleges, and universities in research and activities that promote the effectiveness of higher education in Ohio;
- To increase the contribution of the state-assisted two-year colleges to the total educational process in the state of Ohio.

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JOURNAL

OF THE

Ohio Association of Two-Year Colleges

(Affiliate of the American Association of Community Colleges)

VOL. XIX NO. 2 **Spring 1995**

The *Journal of The Ohio Association of Two-Year Colleges* is published by the Association to provide the two-year colleges of Ohio with a medium for the sharing of concepts, methods and findings relevant to the two-year college classroom and to provide an open forum for problem discussion and review.

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COMMENT

News From the President . . .

Marilyn J. Valentino

Fall Conference at Clark State Community College

Marilyn J. Valantino

Its not too early to plan for our fall conference, *Creative Approaches to Setting New Traditions,* at Clark State Community College in Springfield on Friday, October 27, 1995. See inside the *Journal* for more information about our guest speaker, Dr. Bill Bompart, and topics for sessions. During the luncheon, awards for OATYC Teacher of the Year" and Administrator of the Year will be announced. If you have not yet nominated a colleague from your institution, please forward the application forms to John Fallon at Lima Tech. I look forward to seeing you in October.

I also invite you to nominate yourself or other members for the OATYC Board for 1995-97. Send a brief bio to Carolyn McCluskey at Jefferson Technical College. As we plan for the next few years, the Board and I want to encourage more participation from our members. We feel these positions are an effective way to move the Association forward. We also appreciate any input about state education issues or about our activities. Just call a liaison or Board member (numbers are on the back cover).

New OATYC Journal Co-Editor Position for 1995-98

After many years of leadership and service, Jim Fullen, our Editor, will be retiring next year. For a smooth transition, the OATYC Board recommended that a coeditor be appointed to work with Jim next year and then become Editor the following two years. The Editor is responsible for the direction, editing, and production of the *Journal* and for overseeing its editorial board. The Editor also serves as ex-officio to the OATYC Board. If you would like further details about the position, call Jim Fullen at (614) 366-1351. A subcommittee of the Board will announce its decision at the fall conference.

To apply, send the following items by September 1, 1995:

1. Name
2. Institution
3. Address
4. Phone/Fax
5. Vita
6. No more than one page describing your qualifications and interest in the position.

Send the information above to

Marilyn J. Valentino President OATYC
Lorain County Community College
1005 N. Abbe Road
Elyria, OH 44035

INFORMATION FOR PROSPECTIVE CONTRIBUTORS

The *Journal* encourages submission of material for any of its sections by faculty, staff, administrators and/or trustees of any of Ohio's community, general and technical, junior, regional and technical campuses. The *Journal* is particularly receptive to articles of general professional importance in the areas of administration, instruction, and baccalaureate or technical studies for two-year institutions.

There are forty-seven solicitors of editorial material listed here. Contact your campus solicitor or one nearest you to inquire about submitting a specific manuscript.

Manuscripts must be typed, double-spaced and of approximately 1,000-3,000 words in length. All submissions must be accompanied by a stamped, self-addressed envelope for return. Art work must be black and white. Photos glossy; tables and drawings on 8 ½ by 11 paper. The name and address of the contributor should be on the back of all art copy.

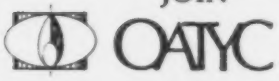
Editorial Policy

The *Journal* is not responsible for manuscripts or materials lost in mailing nor is it responsible for returning items not accompanied by a stamped, self-addressed envelope.

The *Journal* reserves the right to edit manuscripts to meet its needs and objectives. Where major revisions are necessary, every effort will be made to clear the changes with the author.

Submission deadline for the next *Journal* is September 15, 1995.

JOIN



OATYC Application for Membership

❒ I am enclosing $25 for regular membership dues for 1995-96.
❒ New Member
❒ Membership Renewal

College Address _____

Name _____
Please Print

Title/Speciality _____

Two-Year Campus _____

City _____ State _____ Zip _____

C/O Russell K. Davis, III. University of Akron, Community and Technical College, PolskyM169, Akron OH 44325-6002.

Professional Liability Protection Plan for Educators

Offered to Employees of OATYC/AACC Member Colleges

The Educators Professional Liability Plan covers the acts or omissions of the enrollee and protects the enroller for the acts of anyone under his or her supervision. This Plan also assists the enrollee to protect his or her job.

1. Your choice of $5000,000 or $1,000,000 in protection. Defense costs are paid in addition to this amount. This amount is for all claims during the Plan year. If you supervise other employees and are sued by one of them, the Plan provides 90% or $2,500, whichever is less, for defense costs ($100 deductible to be paid by you). The maximum $500,00 or $1,000,000 amount still applies to damages.

2. The Plan provides protection against claims under the following provisions:
   - The occurrences take place on or after the effective date of the policy:
   - The claim, or written notification of circumstances which could reasonably give rise to a claim, is first made by or against the insured during the agreement period or within 60 days after expiration or termination of the agreement.

3. The Plan will pay up to $50 for your initial consultation with an attorney and it will pay up to $250 of the cost of having an attorney represent you at a formal hearing of a school board or other authority if you are threatened with termination reassignment or demotion. You will also receive up to $250 for legal fees, subject to a $100 deductible, if you decide to sue.

NOTE: Members whose primary employment is with an educational organization may cover part-time educational jobs (consultant, tutor, teacher) by paying an additional $40 for the $500,000 benefit or $70 for the $1,000,000 benefit.

PROFESSIONAL LIABILITY PLAN ENROLLMENT FORM

A special Membership Services Plan of Ohio Association of Two-Year Colleges; American Association of Community Colleges

Name _____

Institution _____

Address _____

City _____

State, Zip _____

Birth Data _____ Social Security No. _____

Date Signature _____

Regular Coverage – $500,000/$500,000
Coverage @ $40 per year ..... ☐

Including Part-time private
Consultants $500,000/$500,000 Coverage
@ $80 per year ..... ☐

Regular coverage – $1,000,000/
$1,000,000 Coverage @ $70 per year ..... ☐

Including part-time private consultants
$1,000,000/$1,000,000
Coverage @ $140 per year ..... ☐

Coverage becomes effective the first of the month following receipt of enrollment form and payment in full mailed to office designated on the back of this form. Please do not mail this form if you are currently insured by this plan, you will automatically receive a renewal notice. Coverage extends for a full 12 months. Send your enrollment form and check payable to: Forrest T. Jones and Company, Inc., P.O. Box 418131-3130 Broadway, Kansas City, MO 64141-9131. Phone: 1-800-821-7303.

TEXT

FOCUS: The Ohio University Eastern Campus: Meeting the Needs of the Citizens of Southeastern Ohio

Michael Kaiser

It was the latter of the two world wars that forced Ohio University to look beyond its main campus in Athens, to expand to meet the needs of returning servicemen and women. It was out of this need that the regional campuses of the University developed. Michael Kaiser introduces the Belmont Campus.

In 1804, the founders of Ohio University took the bold step of starting the first institution of higher education in the largely unexplored Northwest Territory. The land was populated by land speculators, Indians, a few farmers and probably, dreamers. But few could have possibly dreamed of the riches in natural resources, abundant crops and varied cultures that the territory produced. The University grew and prospered along with the people of the territory. It weathered a civil war, economic upheaval, and two world wars.

The University began to offer a few courses in Belmont County in 1957. The courses were taught at the Martins Ferry High School in Martins Ferry, Ohio, a town whose economy was based on steel, coal, and the commerce of the Ohio River Valley. The previous year, the University had established campuses in Ironton and Lancaster. The Chillicothe, Portsmouth, and Zanesville Campuses had been in operation since 1947. As demand grew, the need developed to assist these regional campuses in meeting their financial obligations. In 1963, the state allowed FTE subsidy for regional campuses.

OUE's Shannon Hall is located off Exit 213 of Interstate 70 and on the Old National Road. The campus sits on over 350 acres and is surrounded by rolling hills and working farms.

Ohio University's Belmont County programs received much support from local southeastern Ohio communities and in 1964, the Belmont County Commissioners donated approximately 300 acres of land four miles West of St. Clairsville, Ohio, for a permanent campus. Funds were raised, largely through local coal companies, to purchase an additional 65 acres of adjoining land. Construction of a new building at this location began in 1965. In preparation for moving to the new site, classes were relocated from Martins Ferry High School to the St. Clairsville High School in Fall 1967.

OUE Theatre Department attracts people from the local community. This scene is from its recent production of Shakespeare's "Twelfth Night."

In the Spring of 1967, classes were moved to the new structure, Shannon Hall, named in honor of Wilson Shannon, a resident of Belmont County, and the first Ohio-born governor of the State. With the opening of Shannon Hall, the number of full-time faculty increased significantly.

The OUE Campus is located on a hilltop off Exit 213 of Interstate 70 on the National Road. The campus was named the Ohio University Belmont County Campus. This later was shortened to the Ohio University Belmont Campus in 1983. The mission of the campus is to offer Ohio University courses, programs, and selected degrees to the residents of Belmont, Harrison, Monroe, Noble, Jefferson counties and parts of Guernsey county. In 1989, the Board of Trustees of Ohio University renamed the campus the Ohio University Eastern Campus, to better reflect its service area.

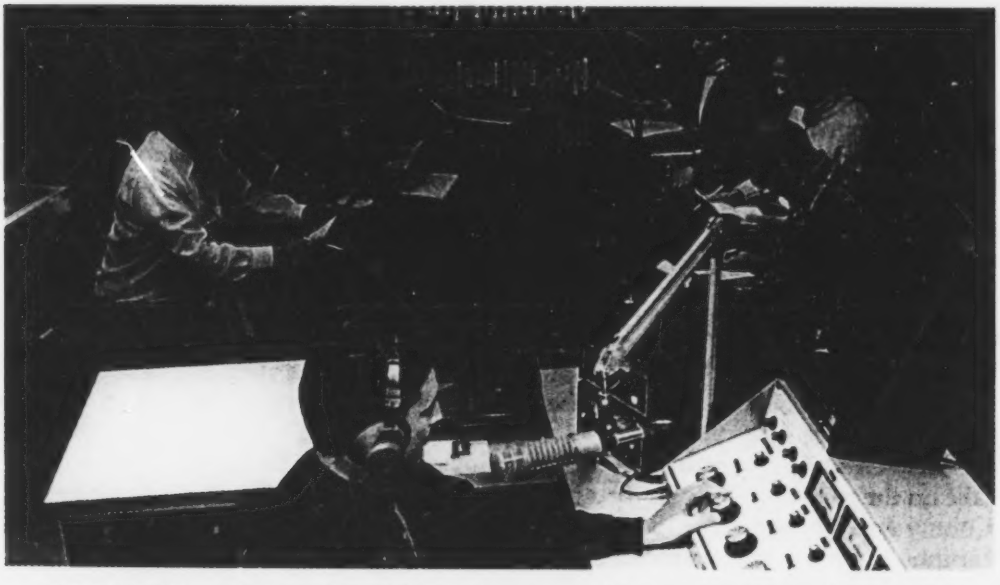
The Campus is surrounded by rolling hills that are still farmed. There is a small lake on the campus, spanned by a covered bridge, that was relocated from Fairfield County and has become a local tourist attraction. Another attraction located on the campus is a restored one-room school built in the late 1800's. The Great Western School was restored by a local chapter of The Questers historical organization in 1976. During the Spring Quarter, the OUE Campus invites several local elementary students to the Great Western School to introduce them to what life and education were like in the late 1800's. The building is used in the summer months as part of a talented and gifted program sponsored by the campus.

The Eastern Campus has a combined full and part-time faculty of 62. Most of the full-time faculty have Ph.D. degrees in the their field. The faculty is a diverse group of natural scientists, mathematicians, social scientists, humanities scholars, artists, and professors of business and education. Many received their graduate training at nearby universities, while others completed their advanced degrees at universities throughout the United States, Great Britain, and Japan. Many OUE faculty have served the University in overseas projects in Africa and Hong Kong. In addition to the full-time faculty, many Ohio University main campus professors and professional personnel serve as faculty, thereby adding a further dimension to the learning experience at the OUE Campus.

The student body consists of approximately 1,000 students drawn from all of Central and Southeastern Ohio. Recently the campus has been attracting students from nearby West Virginia and Pennsylvania. Sixty-two percent of the undergraduates are female and 17% are married. The average age of undergraduate students is 24. Two percent of the student body are minority students.

The Eastern Campus offers courses leading to an Associate in Arts (AA) degree and an Associate in Science (AS) degree. The campus offers Baccalaureate degree programs in Elementary Education, General Business Administration, Specialized Studies, Nursing and Criminal Justice. The campus also offers selected Master's degree programs staffed by main campus faculty. A Master's degree program in Educational Leadership, designed to train rural school principals, will begin this summer 1995. Twenty percent of the undergraduate students are enrolled in the College of Education and are Elementary Education majors. An additional 23% are enrolled in the College of Arts and Sciences and additional 22% are exploratory.

During the recession of the early 1980's, many local residents lost their jobs. The coal fields cut employment by over 60%, the steel industry soon followed with drastic cutbacks. The Eastern Campus was faced with new demands from non-



OUE's Office of Educational Excellence provides outreach services to the community. Project EMath utilized OUE FM Radio Station to provide teachers and parents in the region with the latest technologies in math education. The programs were live and featured a call-in section where teachers and parents could interact with the math experts.

traditional students, students over the age of 23. Many of these students came with apprehension and a general fear of higher education. Dr. James W. Newton, Dean of the Eastern Campus, charged the Office of Adult Learning Services with the project of designing a special program to meets the needs of this population. Dr. Judith Bush, Director of Adult Learning Services for the Eastern Campus, found that a large number of the non-traditional students were women, coming to higher education in search of professions that could lead to a second income for the family. She started a program for adult women called *Primetime* that offered courses that were designed to gently ease the women into the university setting.

The Great Western One-Room School is located on the OUE Campus and was restored by a local chapter of The Questers historical organization in 1976.

"When I began talking to these women, said Dr. Bush, I found a great deal of fear and apprehension. Several women told me that they had driven to the campus numerous times but were unable to get from the parking lot to the lobby. Higher Education was just that intimidating. Most felt they had been away from education too long, and that their skills were rusty. They felt they could not compete with the younger students fresh from high school."

The Primetime program is made up to two courses, Communication Survival Skills for College, designed to assist the students in acquiring listening skills, note taking skills, and group discussion skills. The second course titled, *University Success*, provides both in-depth orientation to the University and academic advising. The courses are conducted in an informal relaxed atmosphere in an effort to make the new student's first exposure to college as encouraging as possible. The program proved to be a great success, so much so that men began to request admission. The Primetime program is now in its eleventh year and is coed. The program has been a model for other adult re-entry programs in the state of Ohio and neighboring states.

A second program designed to meet the needs of this new student population was the development of alternative course delivery systems, i.e. distance education.

The campus began to produce regular classroom courses by such alternative means as radio broadcasts and audio and video cassettes. These courses are called *Media Courses* and are designed to assist those students who find it difficult to attend the university because of work schedule, physical impairment, or transportation problems. Media Courses require the student to attend at least three meetings on campus and are designed to allow the student to work at his or her own speed. There are presently 23 courses being offered as part of the curriculum and both full and part-time professors are encouraged to develop courses for this system. The Eastern Campus is also part of the Ohio University Higher Education Microwave System (HEMS). This two-way television system permits the broadcasting of courses between regional campuses and the main campus and allows courses with low enrollment to be offered at several sites simultaneously. This system allows the

One of OUE's newly renovated classrooms. The classrooms are equipped to accept both computer and distance education technology.

offering of courses that otherwise would not be economically feasible. The increase in course offerings over the microwave system and the Media Courses have made it possible to develop a Media Center with a full-time director and staff.

Computer technology has been integrated into the campus. Every full-time faculty and administrator and most part-time faculty have a computer in their office with access to the campus network, the Athens network, and the Internet. The Eastern Campus was the first regional campus to be fully computer equipped. The campus also has two computer labs for student use and plans to expand computer access to many classrooms.

The Eastern Campus coordinates its outreach programs through its Office of Educational Excellence under the direction of Dr. David A. Puzzuoli. This office provides a workshop curriculum for each quarter and also inservice training for area school systems. This office has received numerous grants from the State Department of Education and other sources to provide these services.

The Office of Educational Excellence has offered several innovative programs

OUE's covered bridge is a local tourist attraction. The bridge was relocated to the campus from Fairfield County to prevent its demolition.

that have used technology to deliver programming. Project EMath used the OUE FM Radio station to deliver math instruction to improve the teaching of mathematics to the citizens of Harrison County. This program was funded by a Dwight D. Eisenhower Mathematics and Science Grant administered by the Ohio Board of Regents. Some of the recent workshop topics by this office included: "Implementing Cooperative Learning," "Dance Education: Motivating Students Through Dance," "Art and Mathematics," and talented and gifted programs taught at the Great Western One-Room School. This Fall the office is sponsoring a painting and photography workshop to be offered on Georgia O'Keeffe's ranch in New Mexico.

Since 1988, the Eastern Campus has been involved in an ongoing long-range planning process. The campus has established eight committees, each charged with the planning and oversight of specific areas of campus activities. The chairpersons of each committee make up the members of the Long Range Planning Committee that oversees the entire planning process. The committees and their functions are:

1. Program Planning and Development: To broaden degree options at the associate, bachelor, and graduate levels. To the support community in professional certification and continuing education programs.

2. Professional Support and Development Committee: To continue to recruit and maintain a faculty who are committed to their students and their discipline and who strive towards excellence in their teaching. Assure that this faculty has advanced degrees in their field which will enable them to maintain a university level curriculum. Maintain an administration and staff who understand and support the mission of the campus. Encourage continuing professional development, community involvement and service.
3. Distance Learning Committee: Promote the development of distance learning courses using technologies such as audio and video cassettes, interactive video and computers. Encourage faculty to increase the number of courses in these formats.
4. Electronic Information Services Committee: To integrate information

technology into university activities to support instruction, administration, and research.

5. Educational Access and Campus Life Committee: To encourage enrollment in higher education by increasing the awareness of the value and benefits of a university education. Offer opportunities and programs that increase the probability of success for all students, while continuing to focus on the needs of older, minority and first generation students.
6. Building and Grounds Committee: To develop and renovate the building and grounds of OUE's campus to create a physical environment that supports its academic, cultural, and social missions.
7. Cultural Life Committee: To provide opportunities for artistic and cultural experiences and promote intellectual exchange for the university and area committees.
8. Information Resources: To provide regional, national, and international access to collections of materials and information through the university computerized catalogue. Develop and maintain new methods of information literacy and support faculty research as befits a university center.

The Cultural Life Committee has been especially active in the promotion of the arts and humanities on the campus. The committee sponsors month long events around Black History Month, Women's History Month, and the National Holocaust Observance. The committee directs and schedules the operation of the Art Gallery located on the campus. Art exhibits include campus student shows, regional and national shows. The committee is actively involved in the planning of the Dean's Cultural Series, a quarterly public presentation of a nationally known artist or ensemble. Dr. and Mrs. Newton began the sponsorship of this series in 1983 and each presentation is fully attended and forms one of the primary cultural programs in the local community.

The Building and Grounds Committee has finished planning a new MultiPurpose Building for the campus. This facility will total over 52,000 square feet and will include a gymnasium with seating for over 3,500 people, a bookstore, cafeteria, three exercise rooms, two classrooms, office, a running track and a training room. The facility is planned to be a community resource and ground breaking is schedule for Spring quarter this year.

The Ohio University Eastern Campus Mission Statement best summarizes the campus' reason for being:

"The mission of the Ohio University Eastern Campus is dual in nature: to provide the wide experience of a university, liberal arts education and to provide education for the professions. Fundamental to a just society is an informed, productive, and enlightened citizenry. The cultivation of these traits in our students is our educational mission."

Michael G. Kaiser
Director of Public Relations and Marketing
Ohio University Eastern Campus
45425 National Road
St. Clairsville, OH 43950

Alice, Where Were You? or Windows Is Wonderland

Martin Siegel

I stepped through the "looking glass" about three and one-half years ago. I had received Faculty Improvement Leave to do research on fictional characters in advertising: those famous standbys such as the Green Giant, Ronald McDonald, Uncle Ben, among numerous others, and knowing I would be writing a somewhat lengthy manuscript, I took the anxious leap into the world of computers armed only with the paltry skill of a one-fingered typist. A land of nightmares greeted me, one called *WP 5.1 for DOS*, where it seemed I had to learn German, Chinese and Klingon simultaneously. But I persevered, staggering through the complexities of F7, "reveal codes," "list files" and the three ways to do everything until reaching that exquisite moment of triumph: entering the Table of Contents.

Quite an experience it was, and on several levels beyond the fact that I had produced a computer-written monograph of some 130 page, starting from scratch (or should I say "enter"?). Once I overcame my apprehension, I found computers were fun to use, and **always** mentally stimulating. Further, I was pleasantly surprised at the number of new friendships that emerged with people of varied, intriguing interests. Yet I couldn't ever recall seeing a sign saying "no nerds need apply. " I began to "network," progressing to DrawPerfect, then to Windows, which in turn led to software such as AmiPro, Micrografx Draw, CorelDraw, the CD-Rom, a modem and... WOW!

I soon purchased a unit with the requisite peripherals, and within a year began bringing my work to the classroom. Briefly explaining how I did this or that, to my acutely interested students, I started producing a variety of ads first for my program, then my division, then the college. The recompense was a topnotch computer setup in my office, thus affording the opportunity to *show* students how the magic was done. Graphics, fonts, color and elements of design that ordinarily would carry the fear of death cloaked under the phrase "I can't draw a straight line" now became a matter of a simple point and click with a mouse. Mistakes no longer were tied to egos. Quite the contrary: they heightened the contest. Eventually the good news led to the establishment of a small computer lab with Windows software, accompanied by plans to develop a new course in our Marketing and Sales Technology program called *Creative Computer Applications in Marketing*.

At home, the computer brought an unexpected bonus. My two daughters found that their college prof dad, despite years of committee meetings, had a functioning brain after all. The three of us began a series of competitions, followed by (miracle of miracles) cooperative efforts marked with a peppering of "I told you so's" along the trail. Less of hated television was being absorbed as we grew together. The one-eyed beast now had a nemesis of its own kind.

Meanwhile, I noted that many of my academic brethren, as well as friends and business associates, did not share my cozy view of computerland. Big city newspaper readership across the land, it was pointed out, was steadily on the decline. *Internet* spelled danger for the printed word. Our American language, as dewdrops on sand, had slowly assimilated the computertalk of "input," "feedback," "interface," "deselect" and the like, much as thirty years ago high fidelity contributed the argot of "ohms," "tweeters" and "equalizers." Beware, they said, computers could be a plug-in version of alcoholism.

Might this be true? Would books and magazines slowly disappear? Could

children, already slimed from infancy by the values on the video screen, become electronic junkies of another sort? Both the manuals and the computer magazines had a robotic lingo that was, indeed, dispiriting. Phrases such as "hyperlink," "cross-platform compatibility," "automated templates," "intelligent runtime-packager utility" and "context-sensitive Help" certainly weren't heart warming, nor helpful. Perhaps learning would be undone by **Undo**!

Reflecting on this, I came to the view that the opposite was true. The language used with computers *was* arcane, almost to the point of being ridiculous. However, this could characterize virtually every sector of the American scene. The Pentagon's "war games" and "killed by friendly fire" are matched by college's "non traditional" or "new majority" students. "Ergonomics" is now a benchmark for any new office or classroom. Some advertisers still don't know what a "demographic" is. Pro football's "clipping" is now "infringement. " "Caramel colored" masks brown just as "inert ingredients" does water. Even the word money is pennies away from blasphemy, made acceptable by "resources," "disposable income" and "a matter of economics. " Tell me if I'm not speaking the dishonest truth!

About the demise of the printed word, one has only to look at the profits the Borders bookstore chain has reaped for K-Mart. No better retail juxtaposition exists than that in Montrose, near Akron, where Borders (with its huge inventory) exists side-by-side with CompUSA. The two are revolving doors for each other, the crowd usually being *larger* in Borders. Most malls have *both* a Dalton's and Walden Books, and it's a rare day when you can browse without people blocking the aisles. Bookstores have closed down more because of neighborhood deterioration and the movement of their audience elsewhere than a loss of interest. Would a sick industry charge the outrageous prices students now must pay for texts? Was Sherlock Holmes ever more popular? Are libraries empty?

Turning to newspapers and magazines, judging by the abundance of weekly suburban and special interest papers as well as the soaring trade press, it is hard to see where the danger lies. Daily city newspapers are declining because the editors and decision-makers are simply not meeting the needs of the marketplace. Despite PR ploys such as the Pulitzer, the All-America ratings, and the various awards for category A or B, the public (including writers) has long had a skeptical view of journalists and their supposed "objectivity" which in reality means exploiting any and all anti-social activity). Except for "All the President's Men," what film is there that has shown the world of newspapers in a favorable manner? Beyond that, the **real** money comes from advertising, not what the public pays at the newstand. When *Life* magazine folded its circulation was at its peak, advertisers having left for the glittering alphabet citadels of ABC, NBC and CBS. If monthlies such as *Garbage* (environment) and *Undertaker News* can thrive, let alone those dreary, impenetrable computer manuals, the state of the printed word is exclamations galore!

Putting aside the amazing additions taking place within the industry that has caused so much change, there is a **big** positive: computers can be a fabulous teaching tool for just about everything. The subject itself commands attention, for the students are eager to learn the opportunities waiting for them. Typewriting turns into typesetting. Spelling, through the spellcheck tool (used by journalists and writers alike), becomes fun and easy, just as grammar does too. For the first time at home students can *design* their papers in one, two or even three columns, and in different fonts at that! Color soon loses its fear. Complex mathematical assignments become endurable, if not enjoyable. And since there are usually several ways to execute most procedures, discoveries soon are shared from one student to the next, *even from student to professor*, thus enhancing social interaction in multiple directions.

We are now at a stage when pressing the *enter* button can bring a sense of

discovery, of eagerness to learn, of challenge and mental stimulation, of sharing, of the ever new. If these aren't humanistic goals for any educator, then .. tomorrow's date is not this academic's unbirthday!

Martin Siegel
Associate Professor
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University of Akron
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Akron, OH 44325-6002

Tech Prep: An Educational Option for Success

Valerie Frear

Why Tech Prep ?:

According to the vision statement for Tech Prep as defined in the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, the term "Tech Prep" means a combined secondary and post-secondary program that leads to an associate degree or certificate culminating in meaningful employment within an area of specialization. Tech Prep programs integrate academics with occupational courses, relating to meaningful work-related experience for the students (Trotter "Coal Miner's Daughter." *The Executive Educator* February 1994).

The global economy affects the careers of all employees in one form or another. Company restructuring has led employees to question the stability of the work environment. With job security on the decline, workers need to take control of their careers by making certain that they adapt to the latest state-of-the-art technology. Susan Dentzer, in *U.S. News and World Report* 21 September 1992, indicated that figuring out how to prepare workers for the next century could turn out to be one of the toughest tasks that American firms face. Companies strive to maintain their competitive edge by investing in the latest technologies. Technical, analytical and commercial skills will be needed by workers in order to be part of a highly skilled and technologically changing job market. Students graduating from high schools and colleges need to be prepared to deal with technological changes with ease and flexibility. Entering the work force with a broad range of skills will undoubtedly give the student a competitive edge. Not only do students need to invest in themselves, but so do educational institutions and industry. To achieve the goal of creating an increasingly highly educated and qualified workforce, certain educators have designed a model in which business/industry, community organizations and secondary/post-secondary institutions have come together in planning, developing and implementing "Tech Prep" programs.

Critical Components of a Tech Prep Program:

Presented below are some of the components that seem to have been the motivating factors in the design and push for Tech Prep:

- Presenting creative and innovative options to students
- Attracting students who are in neither a vocational nor a college prep program
- Encouraging students currently in traditional college prep programs to "savor"

some of the technical courses offered in applied fields, rather than strictly working towards academic courses.

- Enabling students to gain occupational and employability competencies
- Arranging and coordinating technical skills within the curriculum
- Creating internship or apprenticeship programs for students
- Responding to the employment needs of business, industry and the market

Tech Prep/Associate Degree Program

After a certain period in attendance at secondary school, students are expected to continue on into two-year colleges where, it is hoped, they will pursue associates degrees. Some of the salient features of the designated associate programs include:

- Providing a seamless curriculum for students transferring from high school to a two-year associate degree program, thereby avoiding repetition of courses and course content
- Providing the opportunity for more advanced skills by upgrading courses at the post-secondary level
- Providing students an opportunity to prepare for work in a technological society
- Providing for a competency-based curriculum, where competencies are based on realistic job needs identified in the curriculum through the active partnership of business/industry/labor and educators (Williamson. "Marketing Tech Prep." *Vocational Education Journal* February 1994).

Advantages of Tech Prep:

A good Tech Prep program can have tripartite gains. It can and should benefit all parties concerned—the students, business/industry and the educational institutions. Students, for example will benefit from increased motivation to learn stimulated by the program itself. They will also develop strong interpersonal skills and be better prepared in academics and employability competencies as they proceed towards their specific career goals. Business and industry in general will profit from hiring better qualified and technically competent workers, while individual employers can be more confident in hiring Tech Prep students, since employer input has had an impact upon the planning for students entering the workforce at all stages of their progress. Interaction with business and industry should help educational institutions at the secondary/post-secondary levels coordinate and fine-tune their various curriculums to meet employer expectations. Certainly a closer liaison between educators, industry and government is essential in the current highly volatile economy. U.S. Secretary of Labor, Robert L. Reich in "Hire Education" written for a special college edition of *Rolling Stone*, 20 October 1994, points out that the world of work has changed forever. Today there is need to learn new skills even before the previously learned skills have been mastered, a sign of the changing times.

Benefits to a Community College

The National Tech Prep Network (July 1994) argues that the benefits to community colleges are substantial.

- Better prepared students, with stronger backgrounds in math and science, will lessen the need for remedial course work
- Increased enrollments, measured by the number of full-time students, and a larger pool of Tech Prep students
- More advanced course-work possible within programs, as students enter better

prepared for post-secondary schooling

- A greater commitment to education by administrators and faculty through predefined goals
- Improved expertise of faculty through the need to maintain currency in up-to-date technologies
- Greater opportunity for faculty to update their skills through closer contacts with business/industry. Perhaps a commitment from industry to share some of the costs towards faculty updating their skills.

Work Approach/Apprenticeship

The "school-to-work" approach reinforced by the introduction of the School-to-Work Opportunities Act, 1993, if incorporated into the Tech Prep model both at the high school and the college level, should aid students in making a smooth transition from school to work. While this approach is possible at both high-school and college levels, the key lies in integrating school-based and work-based learning. At the high-school level, such work-based learning helps students sharpen their technical skills through on-the-job training as well as inducing work ethics, critical thinking, punctuality, respect for others, interpersonal skills, and a sense of professionalism in their lives. Such work-based experience could ease the transition to a post-secondary program upon completion of high school (Gilli, "Linking Apprenticeship with Tech Prep." *Vocational Education Journal* March 1994). At the post-secondary level, students would come into the program with greater technical skills and more confidence in facing the challenges of college. This work-based relationship, if carried on at the college level, would increase the students' prospect for good jobs. Dale Hudelson, 1994, points out the need for matching students with employers, providing work-site and school-site mentors, training and preparing teachers and counselors. The effectiveness with which experienced counselors could help students develop an individualized career plan of course work and apprenticeship at the school/college level, provide continuous feed-back from academic instructors and work mentors, and offer students advice at regular intervals would greatly determine the quality and success of such a program.

The Ohio Tech Prep Consortia:

Tech Prep is a nation-wide initiate and every state is participating in developing Tech Prep Programs. Each state has established a different set of criteria in developing individual Tech Prep programs based on their business and economic strength. Ohio is strongly focusing on high-tech engineering and manufacturing programs (Eley, Coordinator of Tech Prep, Akron Area Tech Prep Consortium, February 1995).

Mr. Jack L. Lenz, Supervisor, Tech Prep at the Ohio Department of Education provides some of the details regarding Tech Prep in Ohio. In Ohio, the Consortia [sic] is the structure through which Tech Prep programs will be implemented. The Ohio Consortia coordinates with area vocational and high schools educational districts and colleges and receives about 4.7 percent of the National Federal dollars. Between fiscal years 1992 to 1994, Ohio has received over seventeen million dollars from the federal level. There are at present twenty-four consortia within Ohio currently connected with thirty-five colleges not necessarily community and technical colleges, but colleges which offer a two-year technical degree. Lenz further indicated that the number of pilot programs has risen from eight in 1993 to forty-seven in 1994. He estimated the total number of pilot programs would reach one hundred in the 1995-96 school year. The projected date of entry to community colleges for Tech Prep students graduating from high school is Fall 1995.

The Akron Area Tech Prep Consortium:

The Akron Area Tech Prep Consortium was founded in November, 1991, and was awarded funds by the State Department of Education and the Ohio Board of Regents in August 1992. Additional funds were received in 1994. The Consortium included The Community and Technical College at the University of Akron and six vocational education planning districts within Summit, Medina, and Portage counties. In 1993 that Consortium was expanded to include Wayne county schools as well as Wayne College, a branch of the University of Akron.

Structure of the Akron Area Tech Prep Consortium:

The Consortium is governed by a Steering Committee comprised of representatives from business/industry, community organizations, and secondary and post-secondary institutions. The Steering Committee is responsible for monitoring and providing direction for the consortium's overall activities.

The Akron Area Tech Prep Consortium Program:

Mrs. Janice Eley, Coordinator of Tech Prep, for the Akron Area Tech Prep consortium, reported that Tech Prep is currently being offered at the high school level and the projected date for students entering the Community College is 1996. There has been an active network of cooperative relationships between business/industry and secondary/post-secondary institutions within the local region to coordinate the various pathways, in order to bring about a smooth transition for students completing high-school and entering college. The Akron Consortium has established three major areas of study—Business, Health, and Engineering Technologies. The state requires that a labor review be completed every two years in order to update course curriculum to reflect emerging employment needs. At the high school level, students participating in pilot Tech Prep clusters (whether in Business, Health or Engineering) are expected to cover the same competencies no matter which school the student attends. Theoretically, students are to receive the same broad-based instruction for each occupational area. Area high schools may deliver the skills training through a variety of different course titles and media instruction so long as all the required competencies are fulfilled. Students are not locked into a specific program until they .enter college. For students to be considered part of the Tech Prep program by grade eleven, they must have successfully completed the college prep academics for grades nine and ten, have passed the Ohio Proficiency Test and have earned a 2.5 G.P.A.

Attending some of the preliminary Tech Prep meetings allowed a better understanding of what is involved in customizing Tech Prep to meet local requirements. Several faculty have, according to Ms. Eley, indicated an interest in meeting as groups, representing various departments and disciplines, to iron out any problems that may arise regarding matters of curriculum and technical content. Essential to all of these efforts is the need to cooperate with secondary school teachers and offer campus visits for secondary Tech Prep graduates entering associate degree programs. A barometer for gauging the success of such Tech Prep would be the development of a systematic assessment program and periodical reviews. The Community and Technical College student advising office will initially do all the student advising. Students enrolled in Tech Prep associate degree programs at the college level who want to switch to a another area of specialization will need to meet with their advisors to see how the switch can best be accommodated. At the present time there are no special Tech Prep degrees awarded. However, the Ohio Board of Regents is expected to specify Tech Prep on the associate degree diploma. Future plans would include fine-tuning the present program and initiating proposals for additional Federal and State grants. Ms. Eley

was pleased by the enthusiasm with which the program was received and hopes that the college, local businesses and students will all benefit—a "win win" situation for all parties concerned.

Recommendation:

For Tech Prep program to be viable into the next century, students will need to continue to demonstrate their skills in meeting the employers' ever changing expectations. Business professionals and educators must maintain an on-going dialogue directed toward keeping students up-to-date with the latest technological trends. Well-trained counselors will need to motivate and direct students in choosing a career path that is best suited to their abilities and ambitions. The job market of the future no longer guarantees secure employment. Workers will be required in a variety of technical and occupational skills that will dominate the market for the next decade. The kinds of training needed by the 21st-century labor force are bound to be complex, according to the U.S. Labor Secretary (*U.S. News & World Report* September 1992). Tech Prep programs could very well be the answer to preparing students for the future. The success of such programs will depend on a network of carefully planned curriculums that integrate high schools with colleges. A "seamless" curriculum for students graduating from high school to college with meaningful on-the-job experience to expand their skills would undoubtedly influence the success and growth of a such a program.

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CQI: Continuous Quality Improvement/ Customer Quality Improvement

Bernard C. Nye

Two-year colleges of Ohio have been following the path taken by many businesses and industries and they have begun work in TQM (Total Quality Management) or as some have chosen to call the program – CQI (Continuous Quality Improvement). Businesses, industries, and educational institutions are placing heavy emphasis upon customer quality improvement (CQI).

Many educators have gone through or are in one stage or another of continuous quality improvement (CQI). Many businesses and educational institutions have chosen this term in place of total quality management (TQM).

Declining enrollment, competition from other educational institutions, extreme budget cuts from federal and state subsidies, and many other factors have had a tremendous impact upon the operations of our educational institutions. With the declining enrollment come lesser amounts of income from tuition and, subsequently, lower amounts of income from state funding and, in some instances, federal funding. Federal and state legislation is having a tremendous impact upon the total

operations of many educational institutions and systems.

Budget cuts have resulted in reductions in faculty, staff, services provided, and many other facets of our operations. How do we overcome the significant decrease in enrollments which, then, lowers state funding in many instances?

Numerous educational institutions are taking a closer look at their customers - their students - and the services they may or may not be providing which may have a bearing upon the decline in enrollment; therefore, customer quality improvement has become of significant importance to many campuses as customer service has become extremely important to many businesses and industries encountering similar difficulties.

Like many others, we are asking our customers for their opinions, and we are conscientiously striving to follow through in our attempt to meet their concerns and their interests.

In many of our educational institutions, students range from ages 17 to 60+ and they come into direct contact with various office operations upon our campus. Are we effectively communicating and listening to our students in each of these offices in order to provide them with effective customer service? CQI is providing us with the opportunity to take a closer look at the effect we have upon them as a result of how we work with and treat them in our daily operations.

Many educational institutions in the process of CQI are asking their students questions about what they experience on the campus: "How are you satisfied with the treatment extended to you by personnel on the campus?", "Are your advisors and others listening to you and your expressed needs?", "Do you feel or believe that staff or faculty are concerned whether you fail or succeed at the institution?", and other questions are being asked in regard to student frustrations, discouragement, and confusion.

Regardless of where we work on our campus -- admissions, counseling, financial aid, student records, library, fees and deposits -- we, as individuals, play a significantly important role in the success of our college and of its students.

In view of processes involved in continuous quality improvement and determining customer quality improvement, we need carefully to assess all aspects of our college operations and, then, strive to communicate, listen, and provide more effective customer services to meet the needs and wants of our students.

Here are a few areas of concern which would enable us to understand *how* we may provide more effective customer service.

Programs Needs Determined

Two-year technical and community colleges can provide effective programs of instruction that relate to student and community needs by actually conducting needs assessments of business and industry within the community and state as well as initiating direct contact with present and potential students. Our needs assessment to business and industry should be structured in such a manner that we are able to determine (1) what occupations are projected to have the largest annual growth in the next five to ten years; (2) what specific occupations in our community and state are projected to have the largest number of new jobs within the next five or ten years. The assessment should also continue to determine the occupations requiring education beyond a high school diploma and those requiring an associate degree, a baccalaureate degree, or a higher degree. What areas of study are needed and *how many jobs* require this degree within the business or industry within our community or state?

Careful assessment, planning, and design are absolutely necessary in determining what programs of instruction are needed to meet the demands of

students, our community, and the state. Just because "we have always done this" is no longer acceptable.

The following suggested needs assessment instrument is only partially complete for a college to obtain information necessary to meet the needs of the community or state. More detailed questions may be structured to relate directly to a specific department within the institution — allied health, nursing, engineering, business, communications, continuing education, or general studies.

Additional information may be desired by an educational institution in regard to the hours that courses or programs should be offered as well as where students may prefer to take classes. In developing a survey instrument, definitely give due consideration to the time factor necessary for the respondent to complete the instrument. Respondees are busy people.

SUGGESTED NEEDS ASSESSMENT FORMAT
***Survey Should Take Approximately 10-15 Minutes to Complete**

COMMUNITY NEEDS
ASSESSMENT SURVEY

With: _____
(name of business, industry, organization, governmental office, etc.)

Represented by: _____
(name of respondent)

_____
CONDUCTED BY:

_____
(name of college)

Information requested in this survey will be considered confidential. Data compiled from this survey will be used to aid _____ (college name) in their program planning to meet community needs.

COMMUNITY EDUCATION SURVEY

1. What is the major product or service your firm provides?
2. How long has your firm been in existence?
3. Number of employees: _____ first shift
   _____ second shift
   _____ third shift
4. Approximate number of new employees hired each year: _____
5. Approximate numbers of new positions needed by the year 2000:
   _____ Number of new positions requiring a bachelors degree or higher.
   _____ Number of new position requiring an associates degree.
   _____ Number of new positions requiring a high school diploma or GED.
6. Number of employees with:

_____ Masters Degree or higher
_____ Bachelors Degree
_____ Associate Degree
_____ High School Diploma or GED
_____ Less than High School Diploma

7. Please check each of the following types of educational assistance that your firm provides employees:

   _____ Full tuition reimbursement for earned academic credit.
   _____ Partial tuition reimbursement _____%
   _____ Lab fees.
   _____ Total cost of non-credit workshops or seminars.
   _____ Other (describe)

8. Would your firm be interested in having _____ (college) provide an in-house presentation on educational programs (degree program.s, workshops, seminars, classes) available for your employees?

   _____ Yes _____ No _____ Need more information

9. The education needed most by your employees? (reading, writing, blueprint reading, math, etc.) List areas:

   _____
   _____
   _____

   Skills most desired for new on-line employees: _____
   Skills most lacking: _____

10. Educational programs your firm would be interested in for:

    Upper Level Management: _____
    Mid-Level Management: _____
    On-Line Employees: _____

*Survey instrument questions and format were compiled from numerous assessment instruments. Questions should be restructured to meet institutional needs.

Student Wants and Student Services

Continuous assessment of students' wants is also necessary to permit a college to look at the numbers of classes offered and when they should be offered. Additionally, we need to look at students' desires for courses and instruction that may not be directly related to their field of specialization. Constant one-on-one personal contact, interviewing, surveying, and telephone contacts are only a few of the methods that can be used to become more aware of the *wants* of clients (students). Does a college encourage students to express themselves on the many aspects of campus life?

Have students been asked what activities they would be interested in on the campus and where they could become actively involved? Remember, their age, their job, and their family commitments will have a strong bearing upon the types of activities they may become involved in while attending college. Recreational, social, and educational activities will vary not only from college to college, but also with the ages of the students involved.

The materials presented in the following outline are only suggested items of content of a student survey and can and should be adapted to meet the needs of the college and community. The outline is provided only as an initial source of information for developing a survey to be conducted by a campus.

SUGGESTED STUDENT OPINION SURVEY CONTENT
***STUDENT OPINION SURVEY**
conducted by

_____
(name of college)

Data compiled from this survey will be used to aid _____ (college names) in their program planning to assist you in meeting your needs.

STUDENT OPINION SURVEY
Background Information

1. Your age _____
2. Male _____ Female _____
3. Your purpose for entering our college: _____
4. Your overall college grade average: _____
5. Number of dependent children: _____
6. Number of hours per week you work: _____
7. Your current status at the college:
   full-time _____ part-time _____
8. Number of years you have attended this college: _____
9. Which classes do you normally attend:
   day classes _____ a.m. _____ p.m. _____ evening classes _____
   weekend classes _____ other _____
10. How far do you travel to get to this college? _____ miles
11. Do you receive any type of federal, state or college-sponsored student financial aid? (Grants, scholarships, work study, etc.)
    Yes _____ No _____
    If yes, what sort of financial aid do you receive? _____

College Impressions

1. What was the major reason for you attending this college?
2. Indicate your rating of this college at the time you applied for admissions:
   1st choice 2nd choice 3rd choice
3. What is your overall impression of the quality of education at this college?
   Excellent _____ Good _____ Average _____ Below average _____

College Services

1. How do you rate the following services:

	Satisfactory	Neutral	Dissatisfied
• Academic advising			
• Financial aid			
• Cafeteria/food			
• Parking facilities			

- Programs and activities
- Fees and registration
- Job placement
- Recreational and intramural services
- Day care services
- Others

College Environment (items identified need more specific breakdowns)

	Satisfactory	Neutral	Dissatisfied
1. Academic			
2. Admissions			
3. Rules and policies			
4. Facilities			
5. Registration			
6. General			
7. Courses offered			
8. Classes offered			

Additional Questions (possible breakdown of each)

1. List questions that possibly invite students to suggest opportunities for getting help.
2. Ask students about additional campus facilities needed.

*Survey questions and format were compiled from numerous survey instruments.

College Procedures

How often does a student have to stand in line for long periods of time to register, pay fees, buy books, or to investigate the possibility of obtaining financial aid? Have we seriously looked at our procedures, and have we made sincere attempts to make enrolling less complicated, tiring, and aggravating to the student? Does the age of our student have a bearing upon how they see our "procedures"? Would new technical equipment, increased hours for registering or paying of fees, or added personnel during the peak times of business show that we *care* about our customer?

How many of us, personally, have tried to make telephone contact with a college or a large business? Are we *put on hold* or switched from one to two other persons (this is not their department), or does present-day *voice mail* record our message and then we sit back and hope to receive a response?

Staff and Faculty Attitudes

Have we encountered college personnel who "set some of the students in their place"? Watch carefully. If not at your college, somewhere we will encounter *someone* who becomes quite visibly and verbally upset with students. Have we heard a faculty or staff member say, "They are only students" and "Just who do they think they are?" as a follow-up to show their disgust with the student?

At no point is it suggested that *all* of the desires of every student can be met or should they be given everything. Courtesy, understanding and consideration are some items that should be given to every person we come in contact with, on or off the campus.

Why We Exist

Believe it or not, students are the reason we have jobs! Without them, where would we be working now?

They, the students, are why we are working on each of our campuses.

Remember: we have competition and this competition is looking for our students. If we fail to communicate, listen and provide good customer service, our students can and will go elsewhere.

Treat our students as professional colleagues and watch our college grow!

What Is a Customer On Our Campus? (our student)

A customer is the most important person in our college (in person or by telephone).

- A customer is the person who brings us his or her needs and wants. It is our job to handle them courteously, competently and efficiently.
- A customer is not someone to argue or match wits with to show him or her who is in charge. No one has ever really won an argument with a customer.
- A customer is not an interruption of our work; he or she is the sole purpose of our work. We are not doing our customers a favor by serving them; they are doing us a favor by giving us the opportunity to serve them.
- A customer is not really dependent on us; we are, in actuality, dependent on the customer.

A Proposed Campus Customer Service Plan

A. Friendly. "be of service" attitude — our smile, our appearance, our conduct during campus operations, and our human relations is more important than all of the media advertisements our institution can possibly afford. YOU are the best advertisement for our campus.

- We must try to see things from the students' point of view, as well as the point of view of other offices on our campus.
- We must be conscientious and do our work well.
- We must go out of our way to help others on the campus as well as the student.
- We must try to understand the students' fears and hang-ups.
- We must be constructive and offer encouragement to students rather than tearing them to pieces.

B. **Increase customer satisfaction through efficient service** – leisure time of the average American has decreased drastically in the past few years. Many of our students hold a full-time job, have families, etc., and have less time to spend waiting in lines or being put on "hold."

- Reduce the time that our students have to wait in line at Admissions, to pay their fees, buying books, etc. Clearly most of us also resent being placed on "hold" when we make a telephone contact or we resent being transferred to two or three other lines to get our questions answered.
- Reduce the number of contacts the student needs to speak with in order to become enrolled or to take a certain course.
- Give clear instructions and tell the student precisely what is needed to get a problem resolved.
- Bridge the language gap between you and your customer. There is nothing more annoying to our students than getting hit with campus jargon. Clearly interpreting what the customer is saying and clear communication back to the student, in the student's language, is an absolute must!
- Making the student feel valued is extremely important. *DO NOT* make the student feel as if he or she is a nuisance. Never make the student feel at fault or embarrass the student. The last thing a student wants to hear, and in front of others, is that a problem or the predicament was of his or her own making.

C. **Be enthusiastic and let the students know that we appreciate their coming to our campus** – the "little things" make us more appreciated by our students.

- Have we made the students feel welcome? If they perceive themselves as being outsiders, they will be unhappy. Our campus environment is a part of our customer service atmosphere.
- Have we given the student timely service? Do our office hours coincide with the most convenient hours for our students? What about the hours that certain courses may be offered?
- Have we made our students feel comfortable? Do we provide places to rest, proper temperature in the classrooms, convenient rest rooms, and easy access to buildings? What about the availability of parking for our students?
- Have we provided our students with an operation that is organized to meet their expectations? We must have policies and standards that assist us in providing orderly service to the student. When students buy books and supplies with funds provided from specially funded sources, does our staff know how to handle the purchase?
- Have our staff and faculty been trained in good listening skills so our students will be understood? Being able to listen and understand assists in our being able to communicate with the student and to assist them with their problems.
- Have we provided sufficient help (personnel) to assist our students during the peak periods of time, such as registering, paying of fees and buying of books at or prior to the beginning of our campus term? Is there extra staff trained to answer, either in person or on the telephone, questions most commonly asked?
- Have we demonstrated to our students (customers) that they are important and respected? Ego and self-esteem are powerful human needs. Replacing the robotic "thank you" with a smile and a truly sincere "thank you" invites our students to realize that they are not an inconvenience .
- Have we shown respect to our students? The student is our livelihood and should command a great deal of respect from all of us. Rudeness or apathy toward a student can never exist where a campus is committed to quality service. Our students are looking for an education, information, comfort, respect, satisfaction, empathy, encouragement, support, and a friendly face. Are we the college they are looking for to meet their educational needs and wants?

Think About It!

The complaining student is telling us:

- "I'm still wooable'."
- "I'm not alone. I represent others."
- "You've got some management and organizational problems on the campus that you'd better attend to, and fast!"

Have you heard some people say, "That's the way the ball bounces," and then observe that they are usually the ones who dropped the ball?!

Let's you and I not drop the ball but "hit the basket" by communicating, listening, and providing quality service to the students on our campus and to those who are looking forward to coming to our college — continuous quality improvement (CQI).

POINTS TO REMEMBER —PLEASE

- Show enthusiasm with our students.

- Give freely of our time, expertise and experience.
- Confine our discussion to the student and his or her issues .
- Listen alertly and communicate with the student in a manner in which he or she will understand what we are saying.
- Provide the student with constructive feedback and receive students' comments courteously.
- Appreciate the students' point of view.
- Practice good student human relations on the job.
- Be prompt and efficient working with our students and follow-up to see if their needs and wants have been met.

Remember: show our students that you care for them. Be a superstar by being superior in relationships with our students and other employees on the campus —a concept of customer quality improvement (CQI).

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PLUS ONE

Dubious and Wasteful Academic Habits

Gerald Graff and Michael Berube

IN THESE DAYS of incredibly shrinking budgets, higher education is beset by pressure to "downsize." Colleges and universities must fight to retain their fair share of economic support, but to wage this fight effectively, they need to take a long look at some ingrained academic operating habits that are as educationally dubious as they are financially wasteful (Reprinted with permission of the Chronicle of Higher Education *17 February 1995).*

Every semester brings fresh exercises in campus incoherence—some trivial, some inexcusable, all expensive. Students have got used to humanities programs that assign them the same works of Plato five times, Joseph Conrad three times, and Toni Morrison twice. But the overlap among texts is small beer compared with the overlap among courses. In one typical year, a campus with which we're familiar offered no fewer than three courses on "women, feminism, and technology," not merely in different departments but also in different colleges. None of the instructors knew of the existence of the other courses. The right hand didn't even know the left existed .

The college was offering three engaging, important courses on a subject of immediate and widespread concern, three different takes on debates about gender, medicine, and science—without affording either the students or the teachers in these courses the opportunity to exchange ideas with one another. Universities often are criticized for offering a "salad bar" curriculum, but few salad bars are as uncoordinated as some institutions' course and program offerings.

Surreal as it may seem, course overlap is sanity itself compared with the absurdity of program duplication. One of us recently struggled to advise a student wondering how to choose among *five* graduate programs at the same university that featured the word "culture" in their titles and yet apparently had no connection with each other, if indeed their faculties even knew of the other programs' existence: "Cultural Studies," "Literacy and Culture," "Literature, Theory, and Culture," "Comparative Cultures," and "Cultural Anthropology."

Perhaps the university was inspired by the "Monty Python" show's "Spam" skit to produce its own version: "culture, eggs, and Spam; culture, bacon, toast, and Spam; culture, culture, Spam, culture, and culture. " It is good to see so many interdisciplinary connections being made, but might we not start connecting the connectors?

We don't mean to suggest that there is a surplus of either courses teaching Toni Morrison or studies of culture on campus. But we do suggest that there s something wrong with a system in which teachers and whole programs work in modules cut off from one another, unable to make the most of, or make anything of, their common interests or their salient disagreements. Then, too, when several instructors do separately what they might do collaboratively, faculty members are simultaneously underutilized and burned out.

From a pedagogical point of view, such a system is a prescription for

confusion; from a financial point of view, it constitutes gross mismanagement. Surely the university in question could have economized significantly by figuring out a way to get at least some of the five different programs on culture to work jointly rather than separately. Such thrifty consolidation would actually improve the quality of education by making interdisciplinary discussion on campus more coherent.

We were recently party to another all-too familiar example of academic mismanagement when we took part in a three-day symposium on multiculturalism sponsored by a large university. The topic was timely, the speakers were distinguished, the promotion of the event was strong, and the average attendance at the sessions was . . . well, eight, not counting the organizers and the participants. Afterward, many faculty members and students on the campus said that they had not been able to make it to the symposium because of the competing demands of their courses—some of which were on the very topics that the symposium had addressed.

That's right: The courses analyzing the multicultural texts, issues, and debates that were addressed at the symposium left students and faculty members with no time to attend it. In fact, the symposium competed not only with courses, but also with other related extracurricular events on the campus. One of these was a reading by a Latin-American poet whose work was assigned in one of the courses dealing with multiculturalism. The students and instructor did not learn of the reading until after it had taken place.

Things can be done differently. At the University of Virginia a few years ago, for example, the Nigerian novelist Chinua Achebe lectured to a large amphitheater full of rapt listeners— 300 of whom had just read his famous novel *Things Fall Apart* and his essay on Joseph Conrad for their English-literature survey course. But usually such events are not synchronized with courses, so a campus's increasingly rich extracurricular offerings end up competing with the curriculum—and often with themselves.

Clearly, the institution that held the ill-attended symposium on multiculturalism would have got much more for its money—some $25,000!—had it thought ahead and coordinated the symposium with the six or seven courses in different departments that semester that touched on its concerns. Such coordination not only would have made it unnecessary for students and teachers to choose between keeping up with class work and attending the symposium. It also would have broadened the discussion of what is at stake in multiculturalism and helped familiarize students with the mysteries of academic discourse.

Making extracurricular symposia part of the regular curriculum would both save universities money and put now-disconnected courses into a coherent dialogue. But universities could go a step further and develop new kinds of "intracurricular" symposia. If administrators were to compile an inventory of the texts assigned across the institution in a given year, it would show that several them are taught in many disciplines: Machiavelli's *The Prince*, Joseph Conrad's *Heart of Darkness*, George Orwell's *Nineteen Eighty-Four*, for example. When Orwell's text. say, is to be taught in courses in English, history, philosophy, and political science, a joint symposium on it could be used to link courses and disciplines and create common intellectual ground.

Part of the university's budget for outside speakers could be committed to such a cross-course symposium. One could imagine inviting critics who would dramatize the sharp division over, say, the political implications of Orwell's critique of totalitarianism, since it has led to Orwell's being claimed as a hero by

both the left and the right. The symposium might help enable a campus to sort out the confusing accusations that circulate today around questions of knowledge and politics, in which both conservatives and liberals accuse each other of authoritarianism.

For example, is it the case, as many argue, that if we deny the possibility of objective truths, we accede in principle to a totalitarian mentality in which power is the only reality and thus "might makes right"? Is Orwell's novel correct in suggesting that if no objective truth exists, truth becomes whatever the dominant party says it is, and history books can be rewritten at will to suit the whims of the leaders? Or, as others maintain, does belief in objective truth itself license authoritarianism, enabling rulers to suppress dissent in the name of truth? Such questions are central to the liberal arts and sciences, and donors might reward universities that take the trouble to clarify how different disciplines and intellectual schools approach them.

Students could be invited to plan and participate in such symposia, as has been done to enthusiastic student response (thanks to enterprising graduate teaching assistants) in the freshman composition programs at the University of Illinois at Urbana-Champaign and at the University of Arizona. And, of course, the Internet now makes it possible for such communication to take place not only across courses, but also across campuses.

If several courses could be put into dialogue by means of a thematic symposium, it is possible to imagine an entire academic semester having a theme that would unite courses across a department, a college, or a whole university. A semester that was actually about something would give a campus enough common ground to talk about intellectual issues—expanding the current common ground of only the football or basketball teams or the fiscal crunch. The theme could change from one semester to the next, to satisfy conflicting constituencies, and not all courses would need to be tied to the theme for the idea to work.

All such creative and cost-effective procedures require that we rethink our distrust of large courses and events. In an understandable reaction to depersonalized, number-crunching approaches to education, which deem the most "productive" campus departments to be those that "process" the greatest number of students using the fewest faculty members, many educators have come to believe that small is always beautiful.

To be sure, quality education does often require small classes and close contact between teachers and students, more in some academic subjects (creative writing, for example) than in others (Mechanical Engineering 101). Holding the line on small class size is heroic when it aims to resist the depredations of ax-wielding politicians or cost-conscious administrators. who care less for student-teacher ratios than for how many students can be taught for the least money.

What the small-is-beautiful philosophy overlooks, however, is that every time we "break up into smaller groups," we reduce the amount of *common experience* for students. If we pay a price for turning classrooms into an assembly line, we also pay a price for modeling them on *The Dead Poets' Society*, as if every good course has to be an intimate seminar.

Common educational experience, which should not be confused with lockstep consensus, is one of the things that people desire when they call for a return to a "core curriculum." The less frequent the common educational experiences, the more confused students' education is likely to be—as students wonder why works such as *Beloved* (or *The Republic*) seem like different texts when taught by Professor Blue and Professor Green, and why Professor Brown declines to teach the work at all, even though it would seem to be germane.

The point is not to replace small classes with large lectures and teleconferences. It is to use large events, combined classes, common intellectual themes. and new technologies to generate better small group discussions. Discussion leaders would no longer have to group to establish a common reference point; it would have been articulated in the large-scale presentation.

Imagine a campus that devoted one day a week to very large events, led by a different group of faculty members and students each week. Those sessions would provide a public sphere in which to compare the different disciplinary perspectives on "culture," for example. an opportunity that fragmentation of courses and programs now prevents. Imagine a campus cutting costs not by ruthlessly cutting the faculty or increasing individual workloads (and burnout), but by instituting a more creative division of faculty labor.

In short, these suggestions can improve education while making it more economical. If cuts are necessary, universities are better off doing the cutting themselves with educational objectives in mind. rather than letting legislators do il for them. Moreover, intelligent consolidation that clarifies academic issues for students and for the public at large will enable higher education to put up a better fight against shortsighted cost cutting.

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PRACTICUM

Diversity in Engineering Technology Curriculum: Networking and Computer Repair

Gene Craft

Many two-year colleges have initiated robotics curriculums to respond to the needs of industry and marketing in their area. Lima Technical College has gone one step further – combined the curriculum. Gene Craft shares this concept with us.

The employment needs of Lima's engineering technology community recently have been outstripping the simple, straightforward engineering technology degree programs offered at Lima Technical College. To meet these employers' needs, LTC's engineering technologies division has diversified degree programs by offering majors that combine curriculum from multiple degree programs. Robotics, one recent example of a combined curriculum, offers courses from both electronic engineering technology and mechanical engineering technology. An even more recent example of a combined curriculum brings together faculty from both the business technology division and the engineering technology division to offer a major in Networking and Computer Repair. By developing and offering combined curriculums, Lima Technical College has attempted to respond to the varied needs of Lima's engineering technology industry.

Electrical and Electronic Engineering Technologies at two-year colleges have always produced graduates that can fulfill a variety of job positions including technicians, testers, electricians, sales agents, and more. Electronic program offerings have even expanded to offer courses that combine the disciplines of mechanical engineering technologies, industrial engineering technologies, and quality engineering technologies. Robotics is a good example of a curriculum that utilizes the skills of both the electronic technician and the mechanical technician. Courses offered by the mechanical discipline, such as Machine Tools, teach students how mills, drills, and lathes operate both under human control and under computer control. Digital Circuits, in the electronic curriculum, on the other hand, teaches students the logic and inner workings of microprocessors and computers. These two disciplines have been married into one degree in order to educate technicians who are capable of troubleshooting the more computer driven robotics assembly lines in industry. Before the combined curriculum, students needed to take courses from both the electronic curriculum and the mechanical curriculum. Sometimes they would end up with enough credits for two degrees and invest three to four years of education to get a robotics background. In response to these students' immediate training needs, the two-year technical schools are able to mesh the best of two curriculums and offer a new two-year degree.

Networking and Computer Repair is a technology that falls into a similar area. Computer networking is a system that interfaces computers throughout a business or throughout separate buildings. Many of the technicians that install these networks are trained on the job. Several technical aspects are required in order to make the system operate productively. The technician needs to have experience in programming, software installation, hardware connections, and many other tasks related to the computer networking.

Existing electronic courses introduce the student to microprocessors, digital logic, and computer interfacing but fall short in the actual troubleshooting skills related to computer repair. Also, electronic technology courses often do not provide the programming skills associated with networking. Courses in Business Technologies offer the programming skills but fall far short of the information required for hardware repair and troubleshooting.

At Lima Technical College, we have tried to meet these multiple needs by offering a combined major in Networking and Computer Repair. A survey conducted by the Engineering and Industrial Technologies department was circulated to all of the program advisory committee members and to several industries in the Lima area. From these responses we were able to determine that several employers are presently interested in hiring graduate technicians who have a degree in computer networking and repair. Twenty-five responders indicated they would hire at least one graduate within the year. Most of those responding also indicated they would send existing technicians to attend this program on a full- or part-time bases.

Networking and Computer Repair is a combination of courses offered by both Computer Information Systems and Electronics. New majors offered within an existing department must contain at least six unique courses different from the existing electronic curriculum. The six courses making up the Networking and Computer Repair major include: Microcomputers: introduces operating systems, micros, spreadsheets and upload or down load files between two computers

PC Architecture: basic troubleshooting and maintenance emphasizing the hardware aspect

PC Troubleshooting: software troubleshooting, including hard disk configuration and files

LANetworking: architecture and equipment for common Local Area Networks (LAN) systems

Networking: installing, upgrading and configuring networks for customers

Internetworking: discusses repeaters, routers, bridges and internet facilities

These courses have been meshed into the existing electronic curriculum and will offer the student a computer networking and repair background in two years. This degree requires 26 credit hours of general studies, 53 credit hours of technical studies, and 29 credit hours of related basic technical studies. By developing a combined curriculum, we have tried to meet the needs of local employers and technicians.

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FORUM

ISSUE: Given the Legitimate Need for Distance Learning Courses and Degrees, How Can We Assure Integrity in Product and in Student Participation?

New technology continually challenges educators. Computers have made long distance learning not only possible, but problematic: How can instructors maintain and evaluate quality learning? Lima Technical College began distance learning 1992 with the offering of a single telecourse. Currently, Lima Technical College offers 15 telecourses. All five college divisions now include a distance learning curriculum. Grace Banachowski and Lynn Child share their thoughts and experiences on the matter.

Integrity: Student Determined

Grace Banachowski

Whether or not there is a legitimate need for distance learning courses, the reality is that today tools for telecommunication instruction have been well established. In the midst of accountability and assessment the question remains, how can we assure integrity in product and in student participation?

By definition integrity means "honesty," "sincerity." Perhaps the best way to assure integrity in product is to first be honest about what is being produced. Distance learning courses provide a convenient alternative to the traditional method of in-class instruction. Although the content, goals, and objectives are the same as traditional classes the method of delivery is different. To assume that students taking a course via one or more of the many telecommunication tools will learn in the same way that students taking the same course on campus is not only illogical, but counterproductive. Further, it is misleading to assume that a student enrolled in an alternative learning course will be as successful as they would otherwise be taking a traditional course. This does not mean that students will not learn or succeed in distance learning courses. It only means that integrity is enhanced when students are aware of the differences between distance learning courses and traditional in-class courses. Here, students themselves can determine whether or not a distance learning course will work for them.

The degree to which integrity in product can be maintained is further determined by whether it is technology driven or student driven. In other words, the development and delivery of distance learning courses should be based on the degree to which they are necessary to meet the needs of students rather than simply based on the availability of technology. Conversely, telecommunication tools should be designed to meet the needs of the student rather than trying to tailor students to fit the tool. This can be done if we have a method to identify what students need and how their needs can be met via distance learning courses.

Finally, we can assure integrity in all aspects of distance learning by encouraging students to be active participants in the learning process. Modern paradigms of teaching identify students as "learners" and "thinkers"

rather than merely subjects to be taught. It goes without saying that students are the most qualified to determine whether or not alternative methods of instruction will work for them. Consequently, it is the students who will ultimately determine whether or not distance learning is a "honest," "sincere" method for the dissemination of information.

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Pedagogical Integrity and Distance Learning: An Oxymoron?

Lynn R. Child

With the proliferation of telecommunications tools such as email, voice mail, codec technology, fiber transmissions, and satellite/cable telecasts, interest in learning at a distance is experiencing a strong increase in usage at two-year colleges in Ohio. With this interest, concerns arise as to the pedagogical integrity of distance learning courses when face-to-face delivery is minimized. How can faculty and administrators ensure pedagogical integrity in this new "high-tech, low-touch" environment. How can faculty and administrators ensure participation of students. The answers lie in the development, delivery, and administration of distance learning courses.

When developing distance learning courses, to ensure pedagogical integrity it is essential that the faculty who have primary responsibility for on-campus learning also take ownership of distance learning instruction. No one on college campuses knows better how to meet the curricular needs of specific courses than the faculty members who have been teaching the traditional classes. Once ownership is accepted, these faculty can then develop distance learning courses to mirror the content, objectives, and expectations of traditionally-taught classes. In addition, during the development process, faculty can design courses not only to teach a given course content, but also to help students learn how to use these new high-tech telecommunications tools to become more effective distance learners. By having faculty that teach traditional classes develop distance learning courses, students, administration, and other faculty can be confident that there is integrity in content and in participation between distance learning courses and traditionally-taught courses.

The delivery of distance learning courses has been facilitated by many new high-tech telecommunications tools. Assuring that pedagogical integrity and student participation are directly correlated to the amount of interaction among faculty and students, the choice of telecommunication delivery tools will have a direct bearing on the level of student-faculty interaction. For example, sophisticated distance learning systems that utilize fiber, codec, or microwave technology can support two-way visual, two-way audio interaction. This type of interaction increases the level of integrity in instruction because the faculty can directly relate to students on a face-to-face basis even though the interaction is via distance

technology. On the other hand, distance learning that is delivered via satellite, broadcast, cable, or video tape is often one-way visual and may or may not have a directly-related audio component. Concerns arise regarding integrity of distance learning courses when face-to-face interaction diminishes. Therefore, measures can be taken to use telecommunication tools to increase the integrity of one-way video distance learning, and some examples of these measures include (1) readily available faculty who are accessible during special telephone office hours because they understand that supporting distance learning students takes as much work as teaching traditional class students;(2) the daily use of voice mail boxes by faculty so that students can telephone, leave messages, and receive expeditious replies;(3) the addition of voice mail boxes for distance learning students so that faculty can relate to an entire class by one synchronous message transmission; and(4) the addition of an electronic bulletin board system to support distance instruction so that students may interact with the faculty members and each other creating virtual classrooms of learning. Following our hypothesis that pedagogical integrity and student participation are directly related to the level of interaction, steps must be taken by each two-year college to support the highest level of interaction given the restraints of their resources.

Integrity in product and in participation can also be increased by carefully designing the systems that support the administration of distance learning courses. Even though students are working at a distance, systems on campus must be designed, developed, and implemented to meet their special needs. Every aspect from admissions, registration, financial aid, bookstore purchases, to actual course administration should be reevaluated. Because the administration of distance learning requires such major structural changes, support must come not only from faculty, but also from upper administration. Some examples of structural changes supported would include (1) off-campus telephone admissions and registration systems; (2) easy access to textbooks and related support materials via mail; and (3) a centralized, dedicated center on campus that supplies distance learning information, coordinates the effort of faculty teaching distance learning courses, and houses support facilities especially designed for distance learning students. These kinds of inherent structural changes add validity to the offering of distance learning courses and provide evidence of the college's commitment to distance learning students. Integrity in product and in participation will be a natural outcome of this type of institutional commitment.

In sum, telecommunication technology has provided new tools that support the offering of distance learning courses. Issues regarding pedagogical integrity of product and of student participation when utilizing these tools are legitimate and demand the attention of two-year colleges. As suggested above, issues of integrity and participation can be effectively addressed during the development, delivery, and administration of distance learning courses, but require support from every level at two-year college campuses. If this kind of support is offered, then integrity and participation are ensured. Therefore, pedagogical integrity and distance learning – an oxymoron? Nonsense!

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REACTION

Reaction to S. J. Woods Article: FORUM ISSUE: Scholarly Activities in the Two-Year Colleges: What Should Be the Roles, Goals, Methods and Rewards? Strengthening Expertise

Gwendolyn Jones

The Journal *encourages letters and articles in response to its contents, policies, and OATYC activities.*

Woods believes "to start the scholarly activity process would be to do a literature search in the area of interest and become extremely familiar with what has been published over the past 10 ten years." In addition, clearly formulated hypotheses should follow. A researcher should be careful to make sure that hypotheses are formulated so that that they answer what the researcher is really attempting to prove. This step is often overlooked. My own position however is that our research should heavily emphasize two primary data collection sources: (1) practical experience through consultancies, fellowships, internships and other relationships in a particular field of expertise such as small business, management, and (2) classroom experiences that are based upon observations that surface during actual teaching session. These two additional methods will allow professors to share fresh, innovative experiences in their particular fields.

Woods' strategy is planning both short and long-term projects. Short-term arch should include presenting at a learned meeting and publishing papers; long-term projects might include writing monographs or a book. As Woods notes, publication is important while progressing through the faculty rank in two-year colleges. Publication is especially important if the faculty member selects college administration as a career option.

Woods righily asserts, "the concept that the two-year college has primarily a teaching mission and there is no time for scholarly endeavors is obsolete. " Faculty members can no longer ignore the fact that they will be held accountable for successful student outcomes by many constituencies: community leaders, employers, and state and federal government, not to mention the students and their parents. In fact, two-year college faculty members cannot ignore the fact that they may have to struggle for future survival. Retrenchment, downsizing, and avoidance of the alleged duplication of work, problems that once plagued business and industry, have slowly encroached upon the college environment. In some colleges complete programs are wiped out in the struggle to redefine and reshape goals and missions. For example, at The University of Akron's, Community and Technical College, the Commercial Arts Program was deactivated in Winter, 1995. In addition, The University of Akron's Continuing Education program has been repositioned. Although the program was not completely eliminated, the department is not currently centered. Each College within the University is now responsible for its own Continuing Education program..

All Two-year College faculty members should engage in a sincere effort to research and share knowledge with others through paper presentations at state and national conferences and publications if possible. The rewards are clear. By practicing scholarly work, faculty members are simply keeping current in their fields and perhaps even preparing themselves for possible career alternative choices should the need arise.

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FORMAL APOLOGY

In the fall edition, the Journal *erroneously printed "Implementing TQM in Two-Year Colleges" as the work of Ralph Linderman, Kent State University, Geauga Campus. It was written by George Kreps, The Ohio State University, Agricultural Technical Institute. The* Journal *formally apologizes and extends regrets to both of these-our two-year colleagues.*

OATYC Fall Conference Speaker

Dr. Bompart, Vice President of Academic Affairs, Augusta College, Augusta, Georgia, will be the 1995-96 OATYC Fall Conference speaker.

Dr. Bompart, a humorist, has become a much published writer in most educational journals and other publications and a frequent speaker and presenter.

He has a Ph.D. from the University of Texas. Master's of Education from North Texas State University. Bachelor's of Science from the University of Texas.

He is extremely funny, gifted and guaranteed not to bore.

Don't miss him. Plan to attend the Fall OATYC Conference at Clark State Community College, Friday, October 27, 1995.

The Editorial Board of the OATYC Journal *is soliciting written responses (three or four paragraphs) to the question:* ***Competition or Cooperation: Who is in the best position to provide continuing education, two-year colleges or corporations?*** *The response should address one of the many possible perspectives. Here is your chance to participate, and the Board encourages you to do so. As determined by the Board, the best responses will be published in the next edition's "Forum" section,* **deadline: September 15, 1995.**

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